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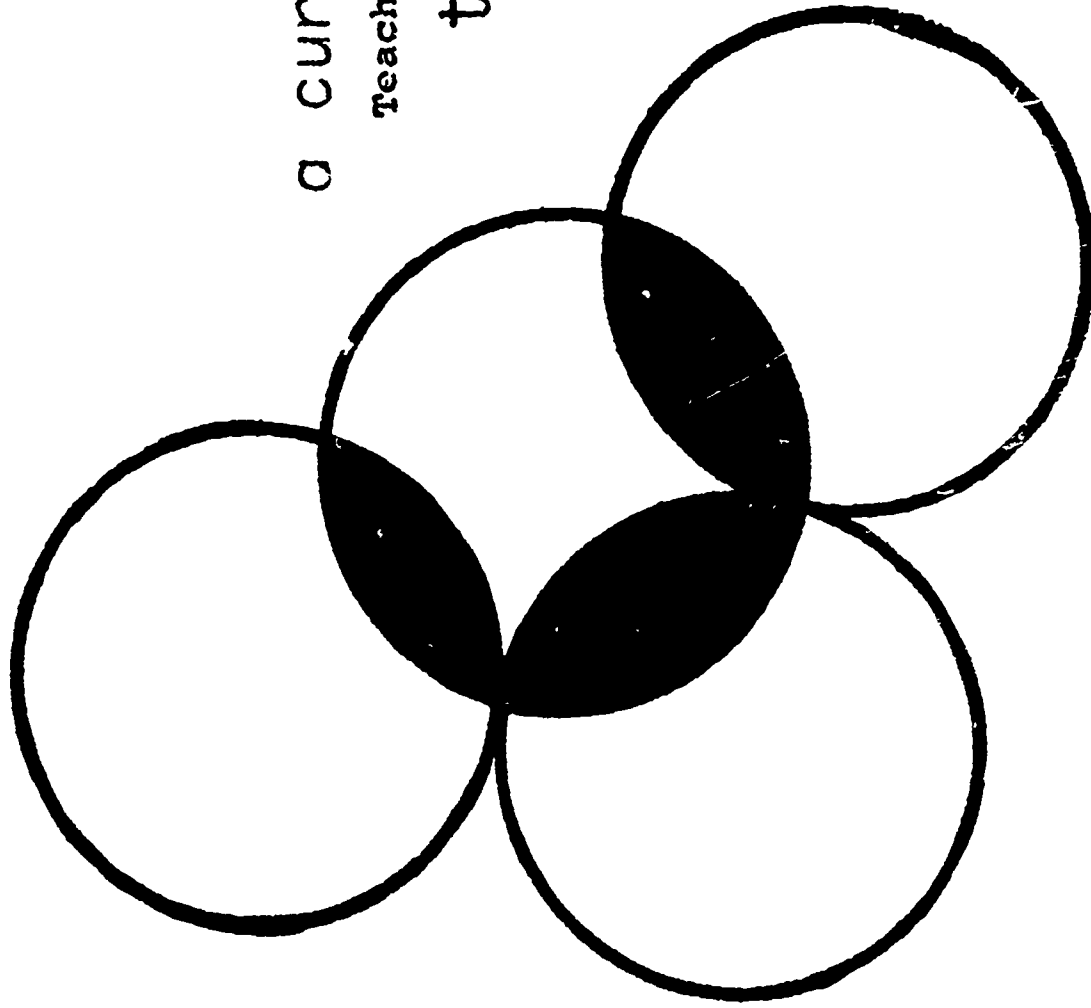
The guide utilizes systematic teaching of basic skills, the unit approach to apply skills and concepts from several subject areas to a common topic, and the incidental application of learned skills to current experiences. Emphasis is on the sequential development of concepts related to daily living. Material includes seven major topics: self, family, neighborhood, school, community, state, and nation and world. Each topic appears at four developmental levels with emphasis on subject matter appropriate for the particular developmental level. The outline lists content, resource material, and suggested teaching techniques and activities. (LE)

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EC 003 482

An Experimental Guide for Special Class

SOCIAL STUDIES



a curriculum guide for
Teachers of
the educable mentally retarded

Southeast Region Special Education Service Center
A PACE PROJECT

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AN EXPERIMENTAL GUIDE FOR SPECIAL CLASS - SOCIAL STUDIES

A Curriculum Guide for Teachers of the Educable Mentally Retarded

Produced by:

Southeast Region Special Education Service Center

for

Thirteen (13) Participating Districts

ABC Unified School District
Bellflower Unified School District
Compton City School District
Compton Union High School
Downey Unified School District
El Rancho Unified School District
Enterprise City School District
Little Lake School District
Lynwood Unified School District
Montebello Unified School District
Norwalk - La Mirada Unified School District
Paramount Unified School District
Willowbrook School District

Southeast Region Special Education Service Center
11627 South Brookshire Avenue
Downey, California 90241 WA 3-6711 Ext. 339

SOCIAL STUDIES FOR THE EDUCABLE MENTALLY RETARDED: A TEACHER'S GUIDE

Purpose of the Guide. The ultimate goal of the school program for educable retarded students is preparation for independent living. The educator is, therefore, concerned with persistent life needs and must plan educational activities which will prepare the student so these needs can be met. This necessitates the learning of certain basic skills and developing the ability to apply these skills to practical life situations. At least three approaches are generally implemented in the teaching of retarded students: the systematic teaching of basic skills, the unit approach to apply skills and concepts from several subject areas to a common topic and the incidental application of learned skills to current experiences. This guide attempts to utilize all three approaches.

The guide is designed to identify the body of knowledge in the Social Studies curriculum which is essential to the personal, social and economic development of the student. Emphasis is given to sequential development of concepts related to daily living.

Organization. Structuring subject areas by grade level is not appropriate for mentally retarded students. This guide incorporates a "developmental level" approach. Thus, the student, regardless of his chronological age, may be instructed within a range which is appropriate for his developmental level.

The guide is organized to present material at each level on seven major topics:

| | |
|-----|------------------|
| I | SELF |
| II | FAMILY |
| III | NEIGHBORHOOD |
| IV | SCHOOL |
| V | COMMUNITY |
| VI | STATE |
| VII | NATION AND WORLD |

These topics represent the expanding environment of the growing child. While each of the seven topics is included at all four levels, emphasis is placed on subject matter which is appropriate for the particular developmental level.

ACKNOWLEDGMENTS

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Social Studies Consultant

Mrs. Rena Ellis Compton City School District

Teacher Writers

| | |
|----------------------|---|
| Mrs. Nell Polson | ABC Unified School District |
| Mr. James Glass | Bellflower Unified School District |
| Mr. Charles White | Bellflower Unified School District |
| Mrs. Cordelia Ward | Compton City School District |
| Mrs. Veloisa Simpson | Enterprise City School District |
| Mrs. Laura Crewson | Lynwood Unified School District |
| Mrs. Dianna Stemme | Norwalk - La Mirada Unified School District |
| Mrs. Virginia Zunic | Paramount Unified School District |

Project Director

Dr. C. Lamar Mayer Special Education Service Center

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LEVEL I AND II

S E L F

Section I

Levels I & II

| <u>CONTENT</u> | | <u>RESOURCE MATERIAL</u> | <u>SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES</u> |
|--|-------------------|--|--|
| <u>I. SELF</u> | | | <u>LEVEL 1</u> <u>LEVEL 2</u> |
| <u>A. PHYSICAL</u> | | | |
| 1. Identification and function of Body Parts | a. Eyes | Books: Meeker - <u>How Doctors Help Us</u> Benefic Press Aliko - <u>My Five Senses</u> Showers - <u>Look at Your Eyes</u> Filmstrip - <u>Care of Eyes and Ears (Gr. 3-6)</u> | Present chart and discuss parts of the eye: eyebrow, eyelashes, eyelid. Read: Care of eyes. Make facial mask - put on false eyelashes. Show different shapes of eyebrows. Present chart and discuss parts of ear and its function. |
| | b. Ears | Books: Showers - <u>Your Skin & Mine</u> Showers - <u>Find Out by Touching</u> Desantis: <u>Bubble Baths & Hair Bows</u> Filmstrip: <u>Skin, Hair & Nails, (Gr.6)</u> Film: <u>Judy's Smile</u> Filmstrip: <u>Strong Teeth (Gr. 2)</u> | Recognize the sensory organs. Name them. Make slogans about the ear. "Ears are hearers" "Don't put anything smaller than your elbow in your ear" Discuss how they are protectors. Read and discuss care of hair and nails. |
| | c. Hair and Nails | | Have a daily inspection by a child monitor. Make one scrapbook on care of hair and nails. Each child should contribute. |
| | d. Teeth | | Invite school nurses to discuss proper brushing. See a film about teeth. Children demonstrate brushing. Prepare a bulletin board about the care of teeth. |

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

LEVEL 2

e. Skin

Books:
Showers - Your Skin & Mine
Showers - Find Out by Touching

Read about care of skin.
Look at skin under microscope or magnifying glass.
Illustrate what you see.

f. Feet

Filmstrip: All About Feet
(Gr. 1-3)

Discuss walking properly, standing on feet straight.
Wearing shoes that fit.

g. Joints

Dramatize walking properly.
Make posters on walking properly.

Catch a ball - tell how many joints were used. Tell where the joints are located that were used.

h. Awareness of Body Parts through Activities

Slant Board
Trampoline
Bars.
Ropes
Balls
Lines

head; roll around, right, left, up, down, back, side.
eyes; look up, down, left, right, etc.
walk; line, balance, squat, stand.
knee; swing, turn, up.
ankle; swing, turn, up.
hip; swing, turn, up.
back; turn, up, down.
waist; turn, up, down.
chest; turn, up, down.
arms; move up, down, back, around.

elbows; move up, down, back, around.
wrists; move up, down, back, around.
fingers; move up, down, back, around.

shoulders; move up, down, back, around.

Develop simple, practical exercises.

Do each movement 3 times, increase to 20.

| <u>CONTENT</u> | <u>RESOURCE MATERIAL</u> | <u>SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES</u> |
|---------------------------------|---|---|
| | | <p style="text-align: center;"><u>LEVEL 1</u></p> |
| i. Demands of body functions | Snack Time | <p>Establish habit of daily exercise of practical nature that can be used all through life.</p> <p>Discuss snack time food Choices</p> <ul style="list-style-type: none"> a) Why we eat b) What we eat c) Differentiate between basic 4 groups and treat foods |
| 2. Personal Grooming and Health | Recess Time | <p>Discuss purpose of recess</p> <ul style="list-style-type: none"> a) To exercise b) To drink c) To Eliminate d) To groom |
| a. Cleanliness | <p>Study Prints: Family and Community Life, "Home and Yard Care"</p> <p>Home Activities, "Keeping Clean"</p> <p>Books: Desantis - Bubble Baths & Hair Bows</p> <p>Filmstrips: Daily Habits 7, 1454, 727 Keeping Clean</p> <p>Full length mirror in classroom.</p> | <p>Develop reasons for need to groom.</p> <ul style="list-style-type: none"> a) Clothing neat after lavatory use. b) Hands clean after lavatory use. c) Drink after exercise. d) Check hair & face after exercise, also shoe laces, shirts buttoned, skirts straight. <p>Walk through business district</p> <ul style="list-style-type: none"> a) Find rest rooms b) Examine - signs, mirrors <p>Make signs for school rest-rooms.</p> <p>Daily inspection charts. Display pictures and posters of good grooming & health activities with emphasis on cleanliness & appearance. Show film on good grooming. Children report (orally) on how to look clean & neat.</p> <p>Display & labeling of articles of cleanliness. Discuss & demonstrate when to wash hands.</p> |

LEVEL 2

CONTENT

b. Common Diseases

Filmstrip: "Pesky" The Cold Bug
Control of Disease 732
Study Print: Community Helpers Cards - "Workers who keep us Safe & Healthy"

c. Clothing

d. Posture

Filmstrip: Straight & Tall Gr. 4-6
Posture 326, 729

3. Likeness and Difference

a. Identification of sex role

Filmstrip: We Grow 1068
Dukane Projector: Acceptance of Differences
Book: Shapp - Let's Find Out What's Big and What's Small

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

LEVEL 2

Poster to show: Prevention of spread of germs when coughing and sneezing.
Visit from school nurse to discuss common diseases.
Display posters and pictures on common diseases.
Show a film on common diseases.
Make a large thermometer for children to manipulate.
Discuss how diseases are spread to other people and individual responsibility in preventing the spread of illness and catching common diseases, i.e. exercise, sleep and rest, and care of clothing.

Recognize the names of the health helpers: Display materials from the health department.
dentist, doctor, nurse, Make posters warning against epidemic and common illnesses.
hospital, clinic. Picture display of various health services and helpers.

Make posters on the care of clothing.
Discuss relationship between well-kept clothing and personal cleanliness.

Demonstrate the correct Make a list of rules for way to stand, walk & sit. correct posture.

Display pictures or posters illustrating correct posture.

Read and discuss characteristics of boys and girls.
Discuss strong bodies and a physical build like one of parents (heredity).
How we acquire some characteristics from those about us (environment).
Discuss: Healthy thoughts are just as important as healthy bodies.

Make booklets showing how Write stories and illustrate people are alike. Use some of the following topics:
Make booklets showing What am I like?
how people are different. It is Fun to be Different.
You're not the only one.

LEVEL 1

LEVEL 2

Why Boast?

Don't worry about it.

No two Look Exactly Alike.

I Feel Mean Today.

I Feel Good Today.

Read about "Family Tree". Make a family tree.

Discuss differences and likenesses.

Through roll playing develop sex rolls. Little people play house, play village.

Discuss role of boys and girls as it relates to manners and other social expectations.

Make booklets emphasizing the roles of males and females in our society.

Discuss and write about likeness and differences relating to:

clothing

games

growth patterns

types of employment.

Discuss acceptance of differences.

Read biographies of great men to demonstrate that despite

great differences in back-

ground, nationality, and

religion, each make significant contributions.

Discuss awareness of needs for:

glasses

medication

corrective devices

Recognizing differences due to:

birth defects

disease

accident

CONTENT

B. SOCIAL SELF

1. Personal Identification

RESOURCE MATERIAL

Read:
Teacher read parts of an autobiography to class

Study Prints: Home Activities

Children doing things for themselves

Filmstrip: A Birthday Party at School 1033

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

LEVEL 2

| | |
|---|--|
| Recognize name by flash cards. | Improve the writing of own signature. |
| Write first & last name. | Write date of birth & age. |
| Recognize & write own age. | Write address & telephone number. |
| Learn to give address & telephone number. | Practice use of telephone. |
| Practice use of telephone. | Discuss ways to celebrate a birthday. |
| Make a birthday chart for the entire class. | Know parents name & occupation. |
| Make an "I" booklet collecting pictures of self for present & future. | Make an Autobiography booklet, the cover being <i>mine</i> |

Duplicate several pages for each book. They may be as follows:

Page 1 - I am _____ Name _____
 I am _____ years of age
 I was born in _____.

Page 2 - What I expect of myself _____.

Page 3 - What others expect of me _____.

Page 4 - I sometimes want to cry because _____.

Page 5 - I have a favorite pet. It _____ is _____.

Make name tags for coat hooks.

2. Personal Property

a. Clothing

Hanging up clothing at home & school

Record: "I'm Dressing Myself"
Young People's Records

Study Prints
"Home Activities"

Books:

Shannon - About Ready-to-Wear Clothes

Dean - At the Laundry

Dean - At the Dry Cleaners

b. Borrowed Articles

3. Self and Relationship to Others

a. Duties and Responsibilities to Himself

Book:
Hoffman - About Family Helpers

b. Role with Others at Home and at School

Filmstrip: A Good Citizen Cooperates with Others

Study Prints:
Family and Community Life
"Responsibilities and Fun on Playground"

Practice with a coat and hanger as a classroom project.
Learn to button top button for best results.
Collect pictures of neatly dressed boys and girls.
Make chart or scrapbook
Dramatic play shining shoes.

Discuss different kinds of materials that can be washed.
Demonstrate.

Discuss the proper way of using a borrowed article and the necessity for returning it in good condition.
Discuss "Each person has a right to own property without fear of theft or damage"

Read a chart of room rules and duties.

Discuss role as a dependent member of the home as to chores, personal health and recreation.
Discuss role at school in relation to teacher, classmates and principal.
Role playing. Being mother, father, brother, sister -
Make puppets for role playing.

Discuss role as a cooperative member of the home as to chores, personal health, daily routine.
Discuss role at school in relation to teacher & classmates. Visit the principal's office as a group.
Discuss ways of being cooperative family members.
Make puppets & develop own play. Work in groups.

CONTENT

c. Sharing

d. Conversation

e. Good Manners

RESOURCE MATERIAL

Filmstrip and Record:
Dukane - Peter and the Wolf.
Knott's Perry Farm, The Five Chinese Brothers

Books:
Boery - Manners Made Easy

Leaf - Manners Can Be Fun

Lee - Manners to Grow On

Filmstrip: Manners at Home, Manners in Public, Manners at School

Study Prints: Home Activities "Setting the Table"

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

Discuss ways in which one can share with others. Write letters on appreciation, thoughtfulness, sympathy.
Collect pictures of jobs Write cooperative stories that can be shared at home or school. relating to role of sharing.

Practice sharing during snack time.

- a) stand straight
- b) wait for quiet
- c) look classmates in eye.

Allow for much conversation for children. This may be a valuable sharing time, discussion led by teacher or a student or interaction among students.
Discuss holidays, pets, reading of signs, etc.
Assign new helpers and ask the children to define the responsibility of the helpers.
Use a picture: Help children to develop a story. Encourage all children to add to the story.
Develop conversation through the use of a toy telephone.

Make an illustrated book- Write do's & don'ts of good manners.
let on good manners.

Discuss acceptable conduct before and after a field trip.

Talking and reading about proper use of using silverware, how to bite and chew, how to pass food.
Set up a table situation with crackers, peanut butter, water.
Eat properly.

LEVEL 2

| SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES | | |
|---|---|---|
| LEVEL 1 | LEVEL 2 | |
| f. Attitudes and Behavior | Discuss rules that help to get along together in all situations. | Make a special effort to make friends with one person who is not of same background. Write a paper about this new friend. Share your new friend with the class. |
| | Discuss concept of punctuality. | Meeting friends Going to school Going to work |
| | Each child writes the name of all the children in the class, use this list to make a sociogram. Seat and plan daily activities around choices. Questions to ask: | 1) Whom would you like to buddy? 2) With whom do you like to work? 3) With whom do you like to play? 4) Who do you like to help? |
| g. Learn to Identify with Group | Discuss child's desires and ambitions with him. | |
| | Discussion: Effect of emotions on digestion. How being angry effects our digestion. How to be calm and cheerful. How to experience success. How your feelings are a part of everything you do. Make a bulletin board - label it <u>Happiness is</u> , children draw pictures of what happiness means to me. | |
| | | |
| C. EMOTIONAL SELF | | |
| 1. Analyzing Emotions | | |
| | a. Effect on physical health | |
| RESOURCE MATERIAL | | |
| Book: Leaf - Fair Play | | |
| Filmstrips: A Good Citizen Respects Property | | |
| A Good Citizen Lives Honestly | | |
| In Public Buildings (being polite; respecting property) | | |

CONTENT

f. Attitudes and Behavior

g. Learn to Identify with Group

C. EMOTIONAL SELF

1. Analyzing Emotions

a. Effect on physical health

b. Self discipline

Books:

K. Evans - Tommy on Time

Bryant - Let's Be Friends

2. Self-Appraisal

Book:

The Ugly Duckling

LEVEL 1

Prepare an assembly program, discuss behavior in the auditorium.
Discuss restraint on part of child when parent discipline is necessary.

Write a story on restraint at the doctor's office.

Make scrapbook - How to play together.
Discuss obeying grownups and those in charge.
Pictures of a mother & child, policeman, teacher, & a school crossing guard.
Read stories - traits of honesty, fair play, & kindness are emphasized.
Children arrange pictures in proper sequence.
Read stories to help pupils understand some basic moral values involved in American traditions and customs.
Example - Washington and Lincoln.
Discuss taking care of one's-self in public gatherings.
Teacher use a check system for daily tasks.
Establish a reward system.

LEVEL 2

Have children tell a story on activities they can do well.
Have children write a story about an activity that child can do well.
Illustrate. Display class projects.
Display work of students. Give self-evaluation of own work.
Invite visitors.

Children evaluate classroom situations to indicate examples of good and bad behavior.
Plan brief teacher talks about topics which help pupils to better understand themselves.
Talk about sharing materials and equipment with others.
Point out that no one uses his size or strength to take advantage of someone else.
Discuss the importance of listening to and following directions.

LEVEL 1

LEVEL 2

Make Posters:

We listen with our ears

But it is very true --

our hands *my*

and feet *my*

and eyes *my*

and mouth *my*

can help us listen too,

Play games that give children practice in taking turns.
Use poems and stories. Illustrating acceptance and tolerance.

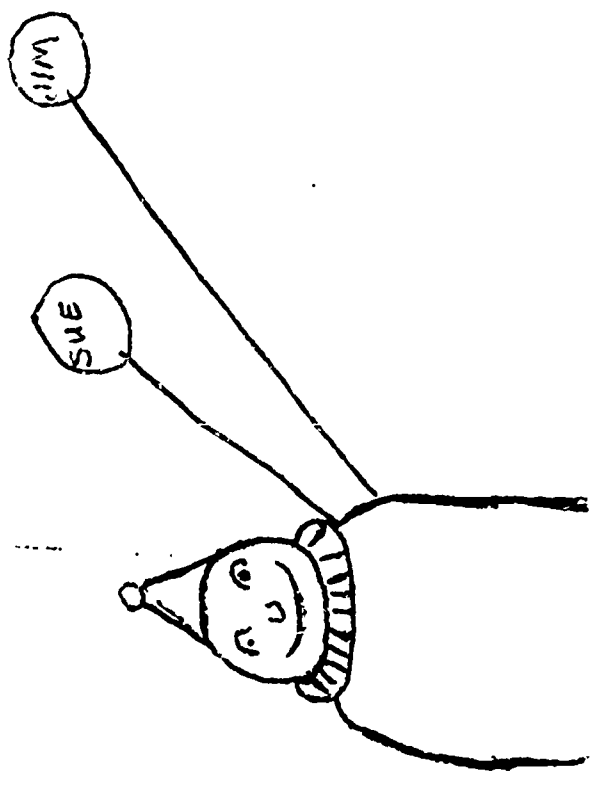
Evaluation of their daily behavior:

Ask questions.

Did I come to school on time?

Did I finish all my work?

Reward children who do well by writing their names on paper balloons held by a good conduct clown.



CONTENT

3. Realistic Acceptance
of Success & Failure

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

LEVEL 2

Role Playing: A failure experience analyzes reasons for failure.

Discuss differences in personal abilities, i.e., good in math but poor in reading.

Discuss success and failure of prominent people.

Write a skit on success and failure.

Act it out.

F A M I L Y

Section II

Levels I & II

CONTENT

II FAMILY

A. HOME IDENTIFICATION

1. Recognition of Physical Facilities

RESOURCE MATERIAL

Books:

Carter - The True Book of Houses

Green - Everybody Eats and Everybody has a House

Pictures from:

Good Housekeeping
Better Homes & Gardens
Saturday Evening Post

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

13

LEVEL 1

LEVEL 2

Make pictures - One's house. Emphasize any distinguishing characteristics.

Take a walk in the neighborhood to observe the types of homes in which families live - single or multiple dwellings.

Display magazine pictures of different types of homes.

Present 5x8 lined cards to each student, have each make I.D. card.

Write name-last then first.

Address

Closest large cross street

Phone

Parent's names

Birthdate.

Read about homes and houses.

Discuss the meaning of home, private dwelling.

Learn the different types of homes, private dwelling.

Learn the different types of homes: permanent; large trailers, houses, apartments, single rooms, small farms, ranches. Temporary; tents, campers, small trailers, cabins, motels, hotels, boats.

Visit one house on a lot, an apartment, a mobile home.

Observe the interior floor plans of houses; kitchen, dining room, living room, family room, bedrooms, bathroom, laundry, work shop, garage.

List furniture need in each home and for each room. Find furniture pictures to paste

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND SUGGESTIONS

2. Care of Physical Facilities

on the floor plan of a house.

Make floor plan map.

Observe and learn about all kinds of exterior building materials.

Learn about the outside areas of the home; front yard, back yard.

Discussion: Appearance of neighborhood. Care of surroundings.

Discuss the care of the home; conserve, protect, maintain, renew, repair.

Dictate: Children dictate a class story about clean homes and yards.

Roll play the care, building maintaining and repairing of all types of homes.

Project: Construct a street with houses. Each child may make his own house.

Discussion: Keeping room clean, putting away toys, caring for pets, answering telephone correctly.

Dramatic Play: House-keeping in playhouse or a room set-up.

B. PEOPLE

1. Role Identification

Discuss the members of the family, kinds of families: one parent in home, foster parents, two parents, grandparent, step-parent, relatives.

Discuss the responsibilities and roll of each member.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1 LEVEL 2

Classroom helpers
Assign a more capable
child to take a less
capable child as his
partner when the group
goes on trips or
excursions.

Discuss: How children
can help one another.
Why tasks are easier for
some children than for
others.

Display - Pictures and
Posters showing various
ways children can help
one another.

Dramatize - situations in
which children help one
another. Use play equip-
ment in the room to
dramatize.

Discuss - what a family
does at home. Emphasize
such family activities
as preparing food, plan-
ning picnics, playing,
reading, listening to
the radio, watching
television and having
friends visit.

2. Recognition of Family as a Unit

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

List the members, what they do:

Father: why he works, provides food, house for family, clothing. Where he works: type of work, all jobs, all locations. Other rolls: protector, emulator, sets rules, male companion.

Mother: why she works, cares for family-food, clothing. cares for home-cleans, maintains: organizer-guide, recreation, delegates work: works outside home- provide extras.

Collect pictures or make pictures of children and families working and playing together for bulletin board.

Other members of the family; children, grandparents, other relatives.

Roll play the actions of responsibility that draw the family together, by each family member.

Discussion of rules for all members of the family. Why home rules must be observed for a close family unit.

Household tasks - who does what.

Dramatize & pantomime

how to help at home.

Baby sitting for Mother.

Helping father clean the yard and car.

Discuss activities families do together: eating, talking, worshipping, viewing TV, visiting away from home, unity, in trouble, entertaining guests.

Learn the legal aspects of a family unit: marriages, births, deaths.

Memberships: church, clubs, fraternities, library, civic, service.

Discuss the necessity of the family as a unit to gain security, strength and courage to face the unknown and to replenish the soul and body for the purpose for which one lives.

3. Responsibilities of Family Members

LEVEL 1

Discuss: Work in the home. Illustrate posters and pictures of a family working together.

Make a chart of home duties. Compare it with the school duties chart.

Discuss ways that their family have fun together.

Chart - Based upon ways families have fun.

Games - indoor and outdoor.

Make scrapbook showing home and weekend activities.

Demonstrate how to hang clothing on hooks or hangers.

Make self-help devices for zipping, buttoning, lacing and tying. Let children practice these skills.

Make lotto type games showing different kinds of clothing.

Discuss all members of our family, cut out pictures that are like our own families. Paste them in a booklet entitled "My Family"

LEVEL 2

Review the family members & their responsibilities in the home.

Discuss cooperation of family members:

Providing, preparing or maintaining; Food, clothing, shelter, daily cleaning, health, safety, care for younger members.

Discuss when help is needed:

Both parents work, a parent is ill, both parents away on business or for an evening, new baby arrives, a problem or troubles occur, a child disturbed or ill.

Discuss who may be a temporary member of the family:

Grandparent, visiting nurse, baby sitter, housekeeper, neighbor, social worker, relative, friend.

Role play what children do when above people take place of absent parent: responsibility, cooperation.

CONTENT

4. Social Relationships

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

Read stories about holidays.

Discuss - Celebration of birthdays and special events.

Pictures of special events birthdays & holidays.

Dictate stories about a family trip. Illustrate the story.

LEVEL 2

Study audio-visual materials about week end or vacation trips families can enjoy: missions, beaches, museums, mountains, deserts, theatre.

Discuss and learn about ways and provisions for the traveler:

air, boat, car, hotel, motel, tent, trailer, camper, parks, wayside rests.

Discuss responsibilities of each family member to be a congenial traveler.

Learn about community recreation:

Parks, TinyTown, club houses, pools, play rooms in shopping centers.

Discuss and play roll of entertaining at home:

Week end guests, picnics, luncheons, evening party.

Develop significance and meaning of holidays - family customs.

C. HEALTH

1. Diet

- a. The Importance of a Good Diet On Our Physical Growth and Well Being

Dairy Council

Film:

Health Families
Eat Well, Grow Well
Growing Up Day By Day
Good Eating Habits
Milk
Grandmother Makes Bread

Filmstrip: The Day Begins

Children Have A
Busy Day

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1LEVEL 2

Show film on balanced diet.

Discuss Basic four food groups.

Introduction to health foods through tasting parties.

Use meal planning cards.

milk, prepare cocoa, butter, cottage

Visit a market. Locate each group, purchase food for each group.

cheese, raw vegetables and dried fruits.

Discuss treat foods.

Whole grain foods: bread, cereals, crackers

Make a food booklet.

Make a booklet, cut

Prepare meal with purchased food.

pictures from magazines showing a good breakfast, lunch & dinner.

Discuss responsibility of each to maintain good health.

Bulletin board showing health foods.

How to provide for self in emergency; raw vegetables, raw fruit, cold cereals, prepared meats, milk, bread, butter.

Plant a health garden.

Take children to a farm to show how food grows.

How to provide and care for younger members

Paste wheel of good eating on inside of paper plate - shellac, decorate edge with yarn stitch. Chart to be taken home as a guide to planning meals.

How to shop for food - clean food.

Watch film strips on all foods.

Planning and preparation of parties for special occasions.

Plant garden - plant vegetables from 3 groups (of basic 7)

CONTENT

RESOURCE MATERIAL

b. Food

c. The Dairy

d. The Bakery

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

LEVEL 2

Visit a local retail market.
Observe the arrangement of the market. Observe the sections which supply food.
Meat & poultry, vegetables, fruits, nuts, dairy products, bakery products, canned & bottled foods, dried foods, frozen foods, delicatessen & cooked foods, salt, sugar, spices, coffee, tea and cocoa.

Observe the layout of the dairy farm and the activities of workers in the various parts of the dairy.
Milking barns, bull pen, calf shed, cow barn.
Observe the different kinds of cows: Guernsey, Holstein, Jersey.
Determine the steps in milk processing at the dairy.

Observe how milk is processed at the dairy.
Separating milk from cream, pasteurizing, cooling, bottling & capping, refrigerating.

Review kinds of bakery products in retail market:
Collect, observe & display different kinds of grain used for food.
Plant wheat, corn to observe
Visit a wholesale bakery.

LEVEL 1

LEVEL 2

Observe workers, machinery,
and processes.
Make an illustrated book of
bakery products.
Experiment with yeast.
Make and bake cookies.
Bring wrappers from bread
made from different grains
and different recipes.

CONTENT

2. Cleanliness

- a. Responsibilities in the Home Associated with Personal Cleanliness

Books:

Weisgard, The Clean Pig

Krasilovsky, The Man Who Didn't Wash His Dishes

Song: This Is The Way We Wash Our Hands

Songs for the Nursery School, pp. 100

Film: Good Health Practices pt I

Good Health Practices pt II

3. Immunizations

D. Safety

1. First Aid

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL 1LEVEL 2

Display pictures of children washing and bathing.

Make helping hands bulletin board (Monitors for keeping room clean).

Have daily period for personal care routines which can be carried out at school.

Have individual charts for keeping hands, nails, and face clean.

Draw pictures to illustrate habits of cleanliness.

Show film on how to keep clean.

Show film showing children receiving immunizations.

Discuss with children why we have immunizations.

Go with children when they receive immunizations.

Discuss necessity of cleansing wounds.

Discuss infections as a result of inadequate care.

Demonstrate how to put on a band-aid.

Find pictures of children. Discuss their cleanliness clothes, bodies.

Visit a market and department store, find soaps, towels, cleansers, dusters, brooms, mops, thread, needles, pins, observe clerks cleaning and dusting.

Learn to maintain own clothing:

mending, folding, washing, storing, ironing, hanging.

Learn to maintain own body; washing in basin, bathing in tub or shower, kinds of soap to use, care of skin, abrasions, proper drying, use of lotions.

Care of younger children: helping parents in emergency.

| <u>CONTENT</u> | | <u>RESOURCE MATERIAL</u> | | <u>SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES</u> | |
|----------------------------|---------------------|--------------------------|--|---|--|
| | | | | <u>LEVEL 1</u> | <u>LEVEL 2</u> |
| 2. Emergency Situations | Fire Stations | | | Practice fire drills. Have fireman talk to class. Visit a fire station. Posters | Have fireman talk to class. Practice fire drills. Visit a fire station. Posters |
| | | | | Discuss - fire prevention at home and school. | |
| | | | | Reporting of fire. | Pictures of emergency situations. |
| 3. Prevention of Accidents | | | | Discuss: Putting toys away after using them. | |
| | | | | Keeping crayons, beads, pencils and scissors from eyes, ears, nose, and face. | |
| | | | | Avoid playing with stoves, furnances, electric cords, electric outlets and plastic bags. | |
| E. Leisure Time | 1. Pets in the Home | | | Medicines should be taken only under direction of an adult. | |
| | | | | Make posters of signs of danger. Clean up posters. Sing safety songs. Make scrapbook. | |
| | | | | Make a "Make-believe" pet shop. Discuss how provision is made for their pets. | |
| | | | | Have a "pet day" so children may share their pets (emphasize why shelter is an important part of their care.) | |
| | | | | List safety rules. Rules we observe in caring for our pets. | |
| | | | | Write stories about pets. | |

CONTENTRESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL 1LEVEL 2

Show a location of their own homes and the names of pets who live there.

Bring snapshots of pets.

Paint or draw pictures of what pet means to him.

N E I G H B O R H O O D

Section III

Levels I & II

CONTENT

III NEIGHBORHOOD

A. NEIGHBORHOOD IDENTIFICATION

- 1. Physical Facilities and
- 2. Location and Type

RESOURCE MATERIAL

Map of City
Large paper for making maps.

Books: Our Neighborhood
Cardy Pub. Co.

Magazines

Local papers

Safety Signs

Pet Survey Sheet

| | | | | | | | |
|---------|--|--|--|--|--|--|--|
| House # | | | | | | | |
| Cats | | | | | | | |
| Dogs | | | | | | | |
| Fish | | | | | | | |
| Birds | | | | | | | |
| Turtles | | | | | | | |
| Others | | | | | | | |

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

LEVEL 2

Make a map of the local neighborhood. Locate public facilities which are cultural or recreational.

Discussion: Who are neighbors? What is our neighborhood?
Map Work: Find own neighborhood in relation to others, block, Make a map of your own block. Make a map of your school block.

Report on your neighborhood: large or small homes, new or old homes, trailers, apartment, many or few children, many or few senior citizens, pets, industries.

Dramatize: Playing with all ages of children in your neighborhood.
Doing little jobs for sick, old, crippled; running errands, mowing yards.

What to do if ball goes over fence into neighbor's yard or on their roof.

Walking trips: What makes some houses pretty? What could be done to improve the looks of some houses and yards?

Survey: Make a list of pets in your block.

Notebooks: Pictures of all kinds of houses-label each picture or write a sentence about each picture.

RESOURCE MATERIAL

CONTENT

3. Services

a. Trash Collection

b. Neighborhood Movie

c. Fire Alarm Box

d. Corner Mailbox

Song: You're a Litter Bug

Books: Huntington, Harriet.
Policemen and Firemen
Children's Press

Teletainer or Telezonia-
Bell Telephone

Filmstrip: Man's Use of Fire

Book: Colonius & Schroeder,
At the Postoffice
Melmont Pub Co.
Study Prints: Postal Helpers

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

LEVEL 2

Safety signs: STOP, BEWARE
OF DOG, WALK, KEEP OUT, DON'T
WALK, DANGER.
Hidden dangers.

Clippings from local papers
that are about your neighbor-
hood.

Parks, playgrounds, schools, Public Libraries, markets,
gas stations.

Discuss: Community helpers who provide shelter for the
family: 1) carpenter, 2) plumber, 3) electrician,
4) painter, 5) brick-layer.

Discuss: Community helpers and services: 1) policeman,
2) doctor, 3) dentist, 4) nurse, 5) fireman, 6) ambulance
driver, 7) garbage collector, 8) trash collector.

Dramatize work of different helpers. Make reading charts
about these helpers.

Find out day for trash collec-
tion and sweeper time.

Visit a neighborhood Movie:
Find out cost and time show
starts.

Walk to nearest fire box,
learn how to operate it.
Report fire by telephone.

Walk to corner mailbox: Note
time of collection.
Write letters to mail at cor-
ner mailbox.

RESOURCE MATERIAL

e. Small Grocery Store

Cereal boxes and cans for store.
Price marker
Sacks
Money (play)
Scissors

LEVEL 1

LEVEL 2

Visit small store- note prices and compare with super-market prices.
Plan special time in room for party, farewell, birthdays, parents, etc.--make shopping list for things needed, go shopping.
Make grocery store in room (Kindergarten blocks are good for this)
Have sales: make sales slips, sales tags and other signs for store.
Bring in cans (opened on the bottom)

Write to some of these service people asking them to come to room to talk about them

Dramatize correct way to act at movie.

Illustrate these services, label or dictate to the teacher a story for each one.

Discuss: Who are your neighbors? Plan a neighborhood trip to observe how the houses make up the greater part of a community
Compare the different shapes, color, materials of construction, roofs, chimneys, porches, and other features seen on the neighborhood walk.

4. Neighborhood Of Many Kinds

CONTENTB. PEOPLE1. Inter-Personal Relationship

Books: Billy and His Friends
Follett Publishing Co.

Happy Days With Our Friends
Scott Foresman Co.

Bryant, Bernice: Everybody Likes Butch
Children's Press

Stephenson, Millet: As Others Like You, Your Equitette for Young People
McKnight Pub. Co.

Records: Come Join In The Game
Columbia

Film: Little Black Lamb
Cornet

Filmstrip: A Neighborhood Picnic

2. Inter-Family Relationships

Films:
Pussycat That Ran Away
Family Teamwork
Allen Is My Brother
Lets Build A House

Books: Our Family
Beckley Cardy Pub. Co.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL 1LEVEL 2

Discussion:
 Playing with others.
 Show film of children at play on neighborhood playground or park.
Discussion:
 Choice of games.
 With whom they play.
 When they must be home.
 Where they play.

Games:

Games: Playing games requiring taking turns.
 Show pictures of children in partnership play activities such as jump the rope and hop-scotch.
 Show pictures of common toys.
 Make simple puppets and develop cooperative plays.

Show film about cooperation in the home.

Discussion: Keeping room clean. Answering telephone (use play phone).

Individual family members: ways to be helpful, ways to be happy.

Playing in the playhouse.
Family of dolls.

Write experience stories about neighborhood happenings. Illustrate them for a bulletin board display.
 Plan a picnic with family and neighbors on a special holiday.
 Planning mother-daughter teams.
 Planning father-son teams

Use of neighborhood parties.
 Use of neighborhood pools.

Plant bulbs, seeds, slips at school--take home for Mothers or neighbors when ready to bloom.

Discuss games suitable for all ages to play together.
 (Make a list of these games.

3. People Work In The Neighborhood
 - a. An Appreciation of People Who Help Us -- The Postman, The Fireman, The Mailman, The Grocer, etc.

Book: Billy and His Friends
Follett Pub. Co.

Records: Bowmar
Sing A Song Of ---
Helping Mother
Fun With Daddy

Filmstrip:
A Family Shopping Trip
The Happy Family
Helping Each Other At Home
Saturday

Records: Bowmer
Album - Sing A Song of Home,
Neighborhood
The Milkmen
The Policeman
Singing Postman
Our Helpers
Church Bells

Film: Fathers Go Away to
Work
Helpers In Our Community
Mailman
The Fireman
Firehouse Dog

Books: Children's Press
The True Books
Policeman and Fireman
Our Postoffice
I Want To Be Books --
I Want To Be A Nurse
I Want To Be A Teacher,
etc.
Big Treasure Books
Big Book of Fire Engines

LEVEL 1 LEVEL 2

Draw pictures of members of family.

Emphasize the role of the parent through the making of a large story book, poster or sand table models.

Make gifts for family for: Special days, Father's Day, Mother's Day and Christmas

Present pictures of neighborhood helpers. One child lies on floor on a large sheet of paper. Trace around child and then the figure is painted to represent a policeman, etc.

Take children to neighborhood places where people work: the grocery store, the fire station, the post office, The Milkman comes to our neighborhood.

Invite neighborhood helpers to come to room to talk to children.

Responsibility of children to guests.

Make booklets showing the people who work in our neighborhood.

Build from blocks the store, bakery, etc.

Role playing. Being the policeman, crossing guard, firemen --

CONTENT

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

LEVEL 2

RESOURCE MATERIAL

Filmstrip:
Librarian
Community Helpers
Father Works For Family
Policeman
Policeman At Work
How Our Service Station
Helps Us
Our Neighborhood Laundry

Study Prints:
Community Helpers
Helpers Who Come To The Home
Neighborhood Friends And
Helpers

CONTENT

C. HEALTH

1. Services

2. Personal Responsibilities

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

Discuss neighborhood health services.
This may be the Doctor, the Nurse, the Clinic, the Hospital.

Discuss: How cleanliness is important to good health.
Importance of brushing teeth, combing hair, & dressing clean when going out to play in the neighborhood.

Do not share cleanliness tools, such as: comb, brush, wash cloth, tooth brush.

Discuss ways of preventing illness: Plenty of rest, wear proper clothing.

Play a good rest record.
Helps children realize that soft music helps one to rest.

Play games and do exercises that encourage correct posture.

LEVEL 2

Discuss need for private and public physicians, clinics, hospitals and health departments.

Invite nurse to classroom to demonstrate how she checks on sight and hearing.

Discuss how often we should make a regular visit to the family doctor and to the dentist.

Discuss: Importance of basic foods.
Effect of food upon the body when too much food is not good for one.

Write stories about cleanliness & good health
Make posters about personal cleanliness and/or care of clothing.

List desirable habits of personal cleanliness.

Discuss exercise, rest & care of clothing in relation to prevention of illness. Also use of disposable tissue when infected.

Write & read experiences of illness showing symptoms & effects.

Make posters against common illnesses.

Display pamphlets from health dept.

List ways neighborhood can keep healthy & clean, i.e., home, yard, water container.

LEVEL 1

LEVEL 2

Discuss how to recognize good posture & how to correct posture in walking, sitting, & standing. Accepting one's abilities & limitations in good health practices. Make a health booklet entitled "My Personal Responsibilities to My Neighbors".

Discuss why it is my responsibility to see my own Doctor & Dentist.

Discuss when we should visit the school nurse.

Write a cooperative story about personal responsibilities in Health.

Read: rules regarding garbage and rubbish disposal. Posters on "clean up week". Discuss importance of sun, fresh air and water. Make a scrapbook of pictures showing good lighting, proper exercise & proper food. List things we can do well. List things we can not do well. Discuss behaviors expected of us in relation to what we expect of others.

D. SAFETY

1. Personal Safety

Discuss: Safety rules in the neighborhood. Obeying safety rules in the neighborhood.

Read: Simple safety signs.

Practice fire drill. Apply it to neighborhood situations.

Invite the school nurse to talk about first aid. Show a first aid kit & all the items included.

Discuss: Ways of preventing accidents in the neighborhood.

Safety signs around room - students obey signs in role playing activities. Draw pictures showing safety practices.

Write & read ways fires can be started.

Make posters for "Fire Prevention Week".

Read the fire drill rules.

LEVEL 1

LEVEL 2

Discuss: Safety while playing games.
Children demonstrate the safe use of play equipment; such as jungle gym, swings, and slides.
Discuss the meaning of the word accident.
How accidents may happen during play.

Develop Chart Stories
Using play equipment safely.

THE SWING



This is a swing.
Only one child can swing.
Two children cannot swing.
We sit in the swing seat.
We must not stand on the seat.

Take pupils to nearby parks.
or playgrounds to use swings, slides, etc.

Discuss: some of the dangers of talking to or accompanying strangers.
Letting parents know with whom and where the child will play.
Suitable places for playing certain indoor and outdoor games.

Class Report: How safety rules were practiced during playtime.

Chart Stories: About safety rules.

CONTENTRESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL 1LEVEL 2

Collect Pictures: About recreational safety.

Display Drawings: such as "Our class plays safely".

Develop Bulletin Board
Themes: emphasizing safety rules

Group Discussions: Playing with strange dogs or animals.

Discuss why its not safe to play with guns.

Discuss reasons why they should stay with the group or with an adult when they are in the park or in swimming.

Make Posters: -Illustrating hazardous places for children to play.

Pictures: Abandoned buildings, river banks, and old refrigerators.

Practice safe ways of walking as a group in school.

Practice ways of walking up and down steps correctly.

Demonstrate: Safe way of opening & closing doors.

Discuss safety practices for group travel before taking a trip to a public

2. Safety For Others

List for your neighborhood:
Safe places to play.
Hidden dangers.

Nearby freeway or busy streets.
Safety signs in your neighborhood.

Illustrate above, write or dictate explanation of each one.

Dramatize: hidden dangers such as; old iceboxes, toys left in places wher people walk, etc.

Discuss safe games to play with neighbors: marbles, jacks, hop-scotch.

Demonstrate common first aid practices children can do.
Wash the wound with soap & water.

Apply bactine or cover with band aid.

Discuss: How to report an accident. Call an adult, Keep the number of the fire department for immediate use.

Resource Person:
Patrol Guard

Sponges & clean rags.

LEVEL 1

building in the neighbor-
hood.
Tell about his duties &
how he helps children.

Develop a Skit about the
Safety Guard.
Draw pictures about event.

Demonstrate the safe way to
wipe up liquids & sweep up
broken glass.

Discuss: How to report
accidents. Go to nearest
neighbor.
Who should give first aid.

Kinds of Disasters
Joining Junior Red Cross
& how contributions help
others.

LEVEL 2

Kinds of Disasters:
How Junior Red Cross Contri-
butions help others.

CONTENTE. LEISURE TIMERESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL 1LEVEL 2

Make simple puzzles from large pictures.

Display pictures of leisure time activities in which families can participate

Draw pictures of ways to have fun.

List ways to have fun at home. Learn to play dominoes, lotto, ball games, circle games, singing games.

Discuss making a store in a back yard (with permission).

Children may make scrapbooks of a common interest.

Older children may read to younger ones.

Show a film of children at play at the park.

Discuss kinds of things that children enjoy making b.

digging in the dirt. Where to dig? Digging equipment.

Making games and equipment for use in home, i.e., bean bags, checker boards, checkers.

Begin a collection of stamps, leaves, rocks, butterflies. Have them mounted & classified.

Collect pictures of people in sports, i.e., baseball players.

Listen to records for appreciation.

Make charts for keeping records of brushing teeth, good foods eaten daily, etc.

Have a book display. Each child displays his own book. He may write additional books during leisure time.

Discuss various organizations and their activities: Little League, Girl Scouts, etc.

Display pictures to illustrate leisure time activities such as hiking, bike riding, fishing, gardening, etc.

Make map showing location of places where activities are available.

CONTENTRESOURCE MATERIAL

F. VOCATION S

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL 1LEVEL 2

Being identified with acceptable companions.

Discuss behavior and customs at events.

How to judge behavior of others.

List cooperatively various jobs you could do when you grow up.

Draw a picture of the job you would most like to do someday.

Dictate or write a story about the picture.

List some adult jobs that you can already do.

Make a simple application form. Children complete it.

Dramatize applying for the job you feel you would be capable of holding.

Discuss jobs held by people in the neighborhood.

S C H O O L

Section IV

Levels I & II

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

IV. SCHOOL

A. IDENTIFICATION

Book:
Our Homes and Our School
by Dorothy Fraser
Amer. Book Co.

1. Physical

2 Location and Type

Filmstrip
On the Playground
Cur. Films, color
Gr. 1-3

Filmstrip:
The Safe Way to School,
Jam Handy, Color, Gr. 1-3
(to develop wholesome
relationship among members
of school group)

Filmstrip:
In School
Cur. Films, Color (sharing,
taking turns in school)
Gr. 1-3

LEVEL I

LEVEL II

Learn name of building and address of school.
Display poster illustrating school rules.
Discussion: Rules of the school, rules of the room,
rules of the playground

Walk to learn: address of
school, nearest cross streets
Compare street numbers, school
with house numbers.
Identify surroundings: houses,
apartments, factories, stores,
mobile homes, fields, side-
walks, streets, curbs, roads.

Learn the location, pur-
pose and ways of using
classroom areas available
to the child.

Learn the way to the
classroom lavatory, the
playground and be able to
travel about the school
ground and from school to
home

Walk to classroom from waiting
gate (bus stop) until familiar
with hallways turns, stops.
Follow same path to and from
room.

Discuss: Location of
personnel. Proper
standards for use of
school facilities

Cafeteria and lunch
benches.

Discuss location of room in
relationship to (review for
some): bus stop drinking
fountain, cafeteria recess
playground, noon playground,
waiting lines (after bell),
lavatories, fire drill lines.

Discussion:
Chores in the classroom
Sharing chores
Ways of selecting pupils
to do chores.

At the same time become famil-
iar with location of: other
classrooms, temporary class-
rooms, custodial supply rooms,
office supply rooms plumbers
work room, electricians' room,

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

LEVEL II

kindergarten area, special rooms, offices containing rooms for principal, secretary, faculty, nurse

Learn history of name of school, develop pride in what it represents

Learn and practice room number. Relate to numbers of other rooms. Learn to relate proper direction of other areas to home room

Home room North/South/East/West/ of main school plant. From room walk N/S/E/W to playground, lavatories office, fountain, cafetorium, garden.

Parallel to learning outside location, learn location within home room:

doors, windows, place for wraps, blackboard, cupboards, curtains for A-V, supply closet, pencil sharpener, extra chairs, desks, light switches, air and heat controls, place and use of desk, shelves, clock, sink

Learn locations within room
Areas of activity:

music, math, social studies, reading, arts-clay, paint, plants, animals
time clock, weather clock,

LEVEL I

LEVEL II

calendar, quiet corners teacher's-visitors'. Sit on rug large group arrangement.

Draw map large enough to place school location room location, areas of use, waiting lines etc upon it.

Compare school surroundings with home surroundings.

Record distances from home to school. Walk to home of a child, record step count.

Ride bus with children, record mileage count

Learn the teachers' name and the procedures for working with him.

Make a list of all equipment tools and supplies in the classroom.

Know about other teachers in the school and what they do.

Differentiate between these light switches, projectors, pencil sharpener, easels, electric clock, time clock board, chalkboard, bulletin boards, fire extinguisher, heat & air conditioner regulator, curtains, record player, cupboards, book cases, desks, file cases, windows, light fixtures, screen, films, knives, brushes, wood clock, hooks, erasers, tagboard, stapler, blackout curtains rods, records, listening posts games, toys, books, tops, chairs, divider, glass, bulbs, repair bulbs pencils, paper, paints, paper-plate clocks, cards (3x5) chalk, paper, staples fluid, fans, moisture, clips, pulls repair,

Learn the principal's name and how to reach him.

Learn the name of the school secretary and where she is located.

Learn the name of the nurse where she may be found, and what she does.

Learn the name of the custodian and observe

3. Services
(to the student)

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

what he does to keep the school clean. Observe what equipment and tools the custodian uses. Help the custodian by good work habits, such as cleaning up after work periods.

Learn what kinds of work are done in the classrooms.

Learn about and appreciate work done by the different people in the classroom.

Entertain some other school class & parents in class.

Discussion:

Reason for various school affairs.
How each can help.

Read:
Posters about affairs.

4. Schools of Many Kinds

Schools of the Handicapped
Junior High School
Senior High School
College

LEVEL II

tape, earphones, containers, markers, dust cloth, polish, screws, clearners, dittos sheets.

Develop why and reasons for need of equipment, tools, supplies and rules for using them.

Obtain and record price lists of most used equipment, tools, supplies.

Make lists of all equipment, tools and supplies not in classroom but for pupil use or comfort:

In the Cafetorium:
for lunch for assemblies
for beauty-decor

In the Hallways:
Roof, wastebaskets, beauty spots

In Custodial Rooms:
for repairs, for cleaning,
for gardening

On the Playgrounds:
bars, slides, cement areas
courts.

Develop acceptance and sense of privilege for special schools:
Show films of physically handicapped.
Find pictures of handicapped.
List equipment or tools in classroom not found in regular

CONTENT

RESOURCE MATERIAL

B. PEOPLE

1. Identification of School Personnel and Roles

Book:
About School Helpers
by Hefflefinger & Hoffman
Melmont Publishers Inc.

Studyprint:
Community Helpers, Workers
in our School.
T.S. Denison Co., Color

Book:
I Want to Be a Librarian
by Carla Greene
Children's Press

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

LEVEL II

classrooms.
Discuss differences and likenesses of special classes & regular ones.

Explain the role of the principal.
Visit the principal's office.
Introduce the children to him.
Invite the principal to the room.
Have the children make something for the principal's office.

List all the adults children see at school:
Parents Teachers, secretary, noon duty assistants carpenters, gardeners, electricians, principal, bus driver, custodians, cafeteria workers, painters, plumbers, specialists; speech, music, nurse, doctor, psychologists.

Write note of "thank you" for favors done for the children

Categorize personnel as regular workers on campus.

Main' dance workers who come & go.

Discuss:
Need for people in authority

Management workers who are seldom seen, but who keep the schools running smoothly
Discuss the meaning of the above and what or who are persons in authority.

Responsibilities of persons in authority.
The Crossing Guard.

The Music Teacher

Playground Teachers or aids

School Librarian.

Learn the names of the people in authority who are seen daily.

Visit their areas of work.
Roll play their duties. clarify their responsibilities.

Visit the Secretary
Learn her correct name.
Learn ways we can help her.
Make decorations for office bulleting board.

Pictures from Life, Sat. Eve Post, Parent's Mag. N.E.A. Journal, P.T.A. Mag. of workers.

Filmstrip:
Lunch and Play at School
by Jarn Handy, color
Gr. 1-2

Songs:
People On the Bus
The Bus

"I Want to be a Teacher"

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

LEVEL II

Visit the custodian.
Ask for suggestions of ways to help him keep our school clean.

Visit cafeteria.
Meet cafeteria workers.
Discuss:
How we can help make their work easier by being mannerly in the cafetorium.

Meet bus driver. Cultivate friendly attitude toward bus driver.

Invite him to your room.
Have the children make something for him on a "Special Day".

Get and put together a school bus.
Put dolls in the bus.

Discuss our responsibility for good behavior while riding the bus.

Dramatize:
Rules for riding bus.

Discussion:
Ways to help people in the community.

Courtesy in conversation to people in authority.

Cooperative stories.

Discuss meaning of persons in authority; campus, regular workers.

Discuss the role and responsibility of:

1. The Principal
Acts as link between Board of Education and/or Superintendent and regular workers through meetings, bulletins and personal contacts.

Sets up rules for campus.
Acts as supervisor and advisor for regular worker

Evaluates teacher effectiveness in the classroom.

Becomes the public relations person in contacts with parents and community.

Works closely with P.T.A.

2. The Teacher

Carries out the directions set by the Board of Education regarding class activities & instruction.

Guides children in learning process.

Sets up classroom standards.

Reports the names of children with physical or emotional problems.

Acts as mediator in children's troubles unless important enough to involve Principal.

Evaluates children's accomplishments.

Discusses evaluations with parents.

Keeps records on all children.

LEVEL I

Draw pictures of the various people..
Make large booklet.

LEVEL II

3. Secretary
Acts as liaison between public and principal.
Answers phone, gives general information.
Sets up appointments.
Keeps records of attendance.
Types letters, bulletins, orders.
Aids the principal in every way she can.
Administers first aid to students when Nurse not on duty.
4. Custodian
Cleans the buildings.
Keeps fresh supplies in lavatories.
Replaces light bulbs, repairs desks, delivers orders.
Moves equipment.
Takes care of physical emergency.
Waters lawns & flowers.
Keeps record of needs.
5. Cafeteria Workers
Prepares food for school population.
Serves the food
Washes dishes
Keeps kitchen clean.
Keeps ample supplies on hand.
Keeps records of all food and monies.
6. Noon Duty Assistants
Supervises cafeteria and playground at noon.
Reports accidents to office.
Keeps records of children

LEVEL I

LEVEL II

Discuss the meaning of maintenance workers, skills, grounds, condition, school operation.

Discuss the skills needed for work.

Discuss the conditions that would require the services of workers: bus or taxi driver:

Delivery and pick-up of children on daily basis.
Special field trips.

Carpenter:

Broken windows, locks, equipment, leaky roofs, new cabinets, and shelves.

Painter:

Badly peeled paint.
Dirty or marred places.
Regular repainting.

Electrician:

Bad wiring, broken switches
new wall outlets, air-conditioners

Delivery Man:

Delivery of mail, supplies, films, books.
Pick up and deliver equipment.

Gardener:

Lawn weed cutting..
Tree trimming.
Plant shrubs and flowers.

Observe these workers at their work from a safe distance.
Dramatize the role each may play while on campus.
Emphasize that while these people are on campus they, too, are persons of authority.

CONTENT

2. Student-Adult Relationships

C. HEALTH

1. Services

2. Responsibility to Peers

RESOURCE MATERIAL

Book:
Busy Morning in School
Jarn Handy, color
(Citizenship)

Models of Nurse, Doctor
Available through ESSCO

Filmstrip:
Workers for Health,

First Aid - Teacher's Manual
Student's Manual
Presented by Johnson &
Johnson

Develop a unit

Disney Film:
----- Cold Spreads

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

Role Playing
How we should address the principal, nurse, custodian, other teachers.

How do we show our respect to adults.
Courteous, mannerly, cheerfully obeying rules.

LEVEL II

Explain that each of these persons are in authority. That they are real friends. Visit the offices of each of these workers.
Invite each to come and tell about his work.
Make a book about school workers.
Role play what each does.

Discussion:
Why the school has a Nurse.
Why some schools have a Doctor.
How they help us to keep healthy.

Equipment for exercising: handbars, tether balls, slides, jungle gym, hop scotch, cross bars, race track, climbing nets, diamonds, courts, relays, rhythm areas.

Children visit Nurse's office.

Mental Health:

Movement to music, art, painting, creating, quiet areas, to be alone, discussion of problems.

Have school nurse talk to children and explain reasons for: eye chart, scales, thermometer, tongue blades, bandages and other supplies.

Medical Services:

Nurse-Doctor for shots, psychologist for testing, scales for weighing, measure, first aid kits for abrasions, medical cards, record for emergency.

Discussion:
How common diseases effect members of the class.

See film, discuss how germs travel, what one should do for sake of others.

Film:
Silly Monkey

Filmstrips:
Care of Nose and Throat,
Cur. Films, color, Gr 3-6

Cleanliness
Cur. Films, color, Gr 3-6

3. School Regulations

LEVEL I

Symptoms of illness as warning signals.

How to prevent illness.

Avoid contact with symptoms.

Staying home from school when we are ill.

Our responsibility to help keep others from getting a cold:
Cover mouth when sneezing.
Cover mouth when coughing.
Blow nose.

Our responsibility for being clean and well groomed:
Being careful of clothes at school.
Changing to play clothes when going out to play at home.

Discussion:

Why we must pass inspection from the school nurse before entering class after an illness.

Why we must be neat & clean when coming to school.

LEVEL II

Discuss how, when, why & whom one should help.

Discuss & develop playground rules, emphasize helping others by setting example of following rules.

Discuss & develop rules of courtesy in the cafeteria & manners that add to others pleasure when eating.

Find pictures in magazines & make "I think of others" booklet.

Discuss & develop understanding of health cards.

List & discuss other school policies:

health, change of address, baby sitter, telephone number, notify teacher.

Playground rules about wrestling, striking, running areas.

Learn the satisfaction of doing a job well: starting on time,

LEVEL I

LEVEL II

have tools ready, completing on time, find uninterrupted areas in which to work (quiet corners).

Discuss need for school regulations:

Schedules: for arrival, for subject study, for recesses, for eating, resting.

Time Allotments: based on physical needs, based on subjects studied, provide spaces to best be used.

Class and School Rules: Arrive & dismissal signals, low and where to do things, keep things, observe things, experiment, research, contemplate.

Develops Individual Responsibility: to care for lunch or lunch money, to put outer clothing away, to keep an orderly desk, to clean hands before & after using things, to use & replace; brushes, aprons, tools, newspapers, cleaners, magazines, sponges, books, games, papers.

Develops Group Responsibility to Classmates: reminder helper guide

Filmstrip:
Street Safety

D. SAFETY

1. Personal Safety

Practice - have practice periods in which children learn to enter & when not alone.

RESOURCE MATERIAL

YAF, color, K-6
(basic rules for street safety)

Filmstrip:
School Bus Safety,
YAF, color, Gr. 1-6

Filmstrip:
Larry Helps the Police
Cur. Films, color, Gr. 3
(Larry sees a hit-run driver. Keeps himself safe).

Filmstrip:
We Make Some Safety Rules
YAF, B&W, Gr K-1

Studyprints:
Community Helpers
Workers Who Keep Us Safe
& Healthy,
T.S. Denison Co., Color
Gr. 1

Film:
Bicycle Safety

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

leave the school building in a safe, orderly manner. Stress keeping hands to self, maintaining proper space between pupils, and the necessity for refraining from pushing, fighting, or playing.

Practice safe ways of walking as a group in school.

Discuss-reasons why walking safely in the building is important.

Demonstrate - safe ways of opening and closing a door. Also the accidents which may result if doors are opened & closed carelessly.

Invite -
School Safety Patrol
Guard to tell about his duties.

Develop a Skit - which demonstrates how the safety guard helps us. Draw pictures.

LEVEL II

Learn the right or wrong way is an individual decision. Learn to make better choices,

Discuss the consequences of poor choices.

Discover & discuss basic rules to all work & play: kindness, courtesy, aware of surroundings, take time to think & plan.

Practice until best choice for each is found: time-study self, how long to accomplish task safely, compare with others, observe others, evaluate, improve upon tasks.

Choose a variety of ways to make best choices for basic rules: roll-play, sharing, reading, manipulating, dramatize, experiment.

Discuss the meaning of Safety: safety, protection, safety signals, safety zones-areas, custody-custodian, policeman, guards-crossing guards, firemen.

Discuss familiar situations in which children experience need for safety measures.

Make posters or pictures showing safety practices.

List, after finding, fire alarms nearest homes of children.

LEVEL I

LEVEL II

Telephone numbers to call in case of emergency.

List emergency acts children need to know about:
Signals out of order.
Strangers who behave suspiciously.

Smoke or fire.
Bicycle riding-single file & single rider.
Crossing guard areas.
Rules to follow before crossing streets.

Practice different ways of doing things - discover safer ways:
Within areas in the classroom.
On the playground.
In the lavatories.
On the bus.
On the street.
In the cafeteria.

Demonstrate the safe way of passing pencils & scissors.

Look at the pictures & discuss safe play.

Practice fire drill procedure.

Emphasize the importance of exiting quickly and quietly.

Demonstrate safe ways in using the water fountain.

2. Safety for Others

Book:

Our Homes and Our School
by Dorothy Fraser
Amer. Book Co.

Discuss meaning of: laws, regulations, rules, consideration, group, population.

Discuss group responsibilities to classmates: Protector, helper, spokesman, peacemaker.

To classes or school population:
How and where to play in yard.
Behavior, example to others, how and where to wait after signals.

Develop a sense of loyalty: to school & to classmates. to practice safety rules. to practice drills.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

E. LEISURE TIME

Book:
Good Times at the Park
by Helen Bauer
Melmont Pub.

Filmstrip:
The Picnic
Cur. Films, color, Gr 1-3

Book:
Our Homes and Our School
by Dorothy Fraser
Amer. Book Co.

LEVEL I

Chart - showing safety practices to be followed at the water fountain.

Discuss - the difference of indoor & outdoor play.

Children list appropriate indoor & outdoor games; Group games, Indoor free time.
Have pupils draw about their favorite leisure time activities.

Display pictures with a chart story about how children may use their leisure time wisely.

Plan a school pet show.

Make a scrapbook - used when the class discusses home or weekend leisure time activities.

LEVEL II

to participate in school activities.
to participate in class activities.
to keep the grounds clean.
to develop good relations with all adults.
with all children.

Roll play & dramatize difficult situations as they arise to: clarify the problem, select choices, develop unity.

Make or record best choices "I think of Others" booklet.

Write stories children tell about what they like to do, about what they'd like to be, about where they'd like to be.

Illustrate stories.

Make booklets "My Fun Time"

Read or tell stories of children who innocently or intentionally break a rule (law).
Let them finish the story --- what would you do?

List places provided for leisure: parks, playgrounds, mountains, libraries, theatres.

List games, sports, entertainment, hobbies, acceptable leisure time.

List unacceptable activities and why they are so.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

RESOURCE MATERIAL

CONTENT

LEVEL I

LEVEL II

Discuss & Demonstrate - Discuss the meaning of leisure.
how certain group games are played. Explain Sublimate primitive goals,
the meaning of: team, pleasure impulse.
your turn, out, & play
leader.

Have the class set up a
play corner, where puzzles,
blocks, clay, & manipula-
tive toys are displayed.

Discuss: quiet play as a
way of spending free time.
Encourage children to use
materials in this manner
when assigned work is com-
pleted. Also have children
talk about their favorite
toy & how they play with
them.

Draw pictures to share with
other children talking about
their favorite toy.

Encourage boys to play with
manipulative toys appropri-
ate to their sex & age. En-
courage girls to play with
toys in the doll corner.

Chart for knowledge of quiet
activities when class work
has been completed.

Take class to Library in the
neighborhood to participate
in regularly scheduled story
hours.

Book:

Fun Around the World
by Patsy Scarry
Silver Burdett Co.

LEVEL I

School programs: bazars
& fairs to learn to enjoy
activities in a large
group.

Take class to day camp for
activities in handicraft,
outdoor cooking, & group
play.

Sing-along sessions.

Read stories to the Class.

Hand puppets in story tell-
ing.

Records of favorite fairy
tales for class enjoyment.

Construct library corner
with easy to read books.

Teach children to improve
rhythm skills by tapping
sounds to melodies.

Plan weekly storytime.

Discuss: How caring for
plants or pets help us
enjoy our leisure time.

F. VOCATIONS

Write Chart Stories
about work of the nurse,
janitor, & members of
the school staff.

Discuss meaning of vocation,
job, hobby, goals, dreams,
plans, mature within the law.

Make scrapbooks.

Discuss people admired &
successful.

Make posters - jobs
that are done at school.

Associate choice of leisure
as a goal for a vocation:

LEVEL I LEVEL II

Discuss the duties of classroom workers; & responsibilities. Give children a chance to do a variety of classroom tasks throughout the year.

Mending electric equipment, building shelves, boats, models, cleaning rooms, yards, (after play), sports, games, using muscle.

Make a chart of classroom jobs.

Associate choice of classroom tasks as leading into a vocation: locking-unlocking door-guard; keeping attendance, lunch count - timekeeper; lights on-off - city inspector; cleaning-dusting - custodian helper, etc.

Have pockets in charts to insert name of child whose turn it is to perform his job.

Life, Sat. Eve Post, Fortune, pictures of vocations.

Make a mural showing children performing classroom chores. Label the various children in the mural with names of children actually performing this task in the classroom.

Discuss choosing leisure time activities that may lead to lawlessness - list some: wandering along streets, sorting through trash barrels, bike riding on busy streets, wandering through stores-pilfering, on streets after dark.

Plan a visit to the office of the school nurse or the school custodian.

Make books of vocations & people.

Class ask questions - What these people do?

Children tell about at least one job for which they are responsible at home.

Discuss what the members of their household do for a living.

LEVEL ILEVEL II

Discuss kinds of work done by school employees, such as kitchen & dining room help, custodial help, truck drivers who accommodate the school and policeman.

C O M M U N I T Y

Section V

Levels I & II

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I LEVEL II

COMMUNITY

A. LOCAL COMMUNITY IDENTIFICATION

1. Geography

Record:
Bowmer
Songs for Children with
Special Needs
Round and Round the Village

Book:
Communities and Their Needs
Edna Anderson,
Silver Burdett

Map of City

Look at a map showing local community. Make map of community showing the main streets.

Use an opaque projector to enlarge a map of the community. Map of city block where student lives.

Make a simple large floor map of immediate community showing directions north-south, east-west, right & left. Make maps of any field trips taken.

Take a trip in community to shopping district, park. Student report on location of his home, give directions on how to get there from different places in city.

Chamber of Commerce

2. History

Local paper - Editor
Old Time residents

Teacher may talk to children about history of community. Invite resource people from Chamber of Commerce & residents to come to school & talk about early history of city.

Use blocks to build a community showing points of interest in the community. Take a field trip to historical sites.

Find out when our school was built. Find out when our school was built.

CONTENT

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

RESOURCE MATERIAL

LEVEL I

LEVEL II

Encyclopedia
1933 Earthquake

Find out how our schools were affected by 1933 earthquake. Borrow papers from local paper office of 1933 earthquake. Discuss cause of earthquakes & practice what to do in time of earthquakes.

3. Institutions

a. Schools

(1) Elementary

Make a booklet about your own school. Draw a picture showing the school.

Make a survey of institutions:

(2) Junior High School

Discussion:
Brothers and sisters who go to other schools

(3) Senior High School

How schools help us -- who pays for the schools.

Use blocks to build our school -- place name of school on building.

Visit one each of above - get information from them as to name & address of others.

Write letter for permission to visit, then a thank you note.

b. Churches

Locate churches in your community.

c. Library

d. Jail

4. Industry

Community Map

Plan and discuss field trip to industrial area of city.

Observe signs - especially

Church School Library Jail

Name
Add:
Name
Add:

LEVEL I

LEVEL II

safety signs.

Reports on field trip.

Write or dictate individual stories of trip, illustrate them.

Use map to locate industrial area in relation to homes, schools, recreational areas.

Industry as a source of income.

5. Recreational Facilities

Record:

Bowmer

Sing A Song of Neighborhood and Community

The Park

Plan a picnic at the park.

Draw pictures that show the different things & the ways the children enjoy them at the park. Make a roller "motion picture" using these drawings.

Stress the importance of care of parks.

Discuss: Things to look for: Birds, trees, flowers.

Write a story & draw a picture of something "I Might-Have-Been"

Example: I think I Might Have been a rose -- I grow up from the ground, and wave my petals in the breeze, and spread perfume around.

Filmstrip:

Cathedral Films

The Game of Might-Have-Been

Recordings:

Bowmer

A Tree is Nice

I Watch The World Go By

Do You Hear What I hear

CONTENT

b. Playgrounds

Book:
Community Helper Series
Pat the Playground Leader

c. Movie

d. Swimming Pool

Film:
Walt Disney
I'm No Fool In Water

B. PEOPLE

1. Likenesses and Differences

Display
Models of people who are different.

Filmstrips & Record:
Acceptance of Differences

Globe

Magazines, newspapers

Missionaries

Travelers

RESOURCE MATERIALLEVEL ILEVEL II

List games suitable to play at a park or on playgrounds.

Who pays for these free facilities?

Illustrate correct disposal of litter.

Visit each facility.

Dramatic play to show conduct at a movie.

Discuss what has been done to make a pleasant experience out of going to movie.

Find Rules and cost of public pools.

Discuss:
Safety in water.

Display:
Pictures of children swimming.

Discussion:
Why we are different in color, size, speaking.

Have children from different backgrounds bring things to share.

Display:
Pictures of people from other lands.

Collect & display dolls, toys, wearing apparel, coins, stamps & utensils from other lands.

List common foods that originated in other lands (Spaghetti, chow mein, pizza, chili).

List common foods that are grown in other parts of the world: (bananas, pineapples, sugar).

LEVEL I

LEVEL II

Stories:

Bowmer Records
 Smallest Boy In the Class
Just The Right Size
 Crow Boy
I Wish I Had Another Name

Books:

Moy, Moy
 Leo Politi
 Scribner

Jeanne-Marie Counts Her Sheep
 Francoise Seignobose
 Scribner

Youngest One
 Taro Yashima
 Viking

Filmstrip:

Citizens in a Democracy,
 (differences in people)
 Cur. Films, color, Gr 4

2. Social Relationships

Pictures of Other Countries
 from Travel Agencies

Share information about festivals, holidays, national costumes, games & sports of other lands.

Encourage pupils to find out how to say "hello" and "good-bye" in other languages.

Display pictures of children of other countries.

Construction of a street in the community (houses, stores, trees) in the sand box on a table.

Discussion:

Care of yard
 Care of home

Take a walk in the community to see care of homes.

Community activities in which family cooperation is required.

Discussion: Children describe what they see in pictures.

Stimulate creative thinking by asking such questions as: Which pictures show children doing things you have done?

Which children are dressed as you dress?

Why might they dress differently?

Learn songs & folk dances which originated in other

LEVEL I

LEVEL II

C. THE CITY AND COUNTY

1. Geography

Books:
Our Community
by Dorothy Fraser
Amer. Book Co.

About People Who Run Your
City
S. Newman
Melmont

2. History

Filmstrip:
The City
Cur. Films, color, Gr. 3

United Nations

Book:
Story of My City
City Library

Filmstrip:
Business in the City
(City of Community Series)
E.B.F.

Keeping the City Alive
(City of Community Series)
E.B.F.

Community celebrations
relative to special
occasions or holidays.

Discuss land & soil in
our community. Do we
have hills, mountains,
rivers, etc.?

Show a film of the
history of our City.

Teacher may tell the
children about the
history.

countries.

Listen to and read poems,
stories, & legends from &
about other countries.

Discuss physical features of
our county and city by viewing
a physical map. Point out
how colors indicate physical
features.

Color a physical map.

Discuss kind of soil found
generally in the county.
Bring in samples.

Discuss closeness to the ocean
and underground water.

Discussion:

Name of your county, compare
size of your county with
adjoining counties.

How did your city grow?

Discuss why cities were built
near rivers, near the sea, in
farm areas, etc.

Discuss the term "ghost town".
"Residential vs. Business".

Communities & cities have
been destroyed. How could
this happen? Floods, drought,
tornadoes, mine explosions.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

LEVEL II

3. Industry

Book:
People Who Work in the Country
and In the City
Judson
Cadimus Books

Big City Workers
Urell
Follett Co.

No community stands alone.
How does organizations such
as United Nations, Red Cross,
American Heart Association &
the Salvation Army help?

Invite someone in the City
to talk to the class.

Write stories about the history
of our city.

Tour City Hall.

Discuss local industry & how
it helps our community.

| <u>CONTENT</u> | <u>RESOURCE MATERIAL</u> | <u>SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES</u> |
|---------------------------------------|---|---|
| 4. Cultural & Recreational Facilities | | |
| A. Library | Filmstrips: <u>Our Library & Our Parks & Playgrounds</u> (Community Services) E.B.F. | Discussion: What children want to find out about the City Library. |
| B. Parks | Book: <u>I Want to be a Librarian</u> Greene Books: <u>Playground Fun</u> <u>E. B. Hastings</u> Children's Press <u>Schools Around the World</u> <u>Patsy Scarry</u> Silver Burdette | Discussion: Things we can do at the park. Who takes care of the parks? Who pays for the parks and care? |
| C. Swimming Pools | | Discussion: Safety & courtesy at pools. Life guards and their duties. |
| D. Other | Filmstrips: <u>Travel is Fun, Parts I & II</u> (Community Helpers Series) McGraw Hill, P.S. <u>Trip to the Beach, A</u> <u>Trip to the Museum, A</u> <u>Trip to the Zoo, A.</u> Filmstrip & Record: <u>Knotts Berry Farm</u> <u>Marineland</u> <u>Los Angeles Zoo</u> | Discussion: Any other facility in our community such as museum, historical monuments, zoo, observatory, gardens, theater. |

LEVEL I LEVEL II

5. Government

RESOURCE MATERIAL

- Books.
Let's Go to the City Hall
Louise Wolfe
 G. P. Putnam Sons
- Town Meeting Means Me
Mina Turner
 Houghton Mifflin Co.
- Filmstrips:
Our Parks & Playgrounds
(Community Services Series)
 E.B.F.
- America the Beautiful
S.V.E.
- Maintaining Community Health
YAF, color, Gr 4
- Safeguarding Our Food
YAF, color Gr. 5

D. CIVIC AND SOCIAL RESPONSIBILITY

1. Recognizing Rights

- Filmstrip & Record:
Recognition of Responsibilities
- Being Active in Government
Cur. Films, color, Gr. 4
- Test on Rights and Duties
Cur. Films, color, Gr. 4

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

LEVEL II

Children vote for class leaders. Compare this form of government to parents voting for city and county leaders.

Voice Opinion:
 Boys and girls voice opinion in meetings & vote for leaders just as parents vote for community leaders.

Discussion:
 What has been built in our community lately?

Discussion & listing of ways government is at work in a community.

1. Library service (built with tax money)
2. Water supply
3. Food inspection
4. Police & fire protection
5. Park recreation.
6. Safe traffic lights (people voted for traffic lights & laws)
7. School government (rules & laws in school.

A county government is the center for many communities.

Have children vote on some of the issues which arise in the classroom such as the date for a party, choosing of a game or activity, or the selection of room helpers.

Discuss - the respect which should be shown to other people's property and respecting others, by being courteous and kind.

Make a good citizens chart.

LEVEL I

LEVEL II

Discuss - experiences which make boys and girls happy or sad. Have children identify feelings by studying facial expressions of people in pictures.

Read appropriate poems and stories which illustrate acceptance and tolerance.

Children should help to develop classroom rules which are needed in maintaining a well-ordered classroom.

Discuss - the need for rules in school & community. Have children tell in their own words why it is necessary for children and adults to live within rules. Consequences if rules are not obeyed.

Discuss some of the basic reasons for observing major holidays.

Make pictures and develop other simple art projects which are associated with the observance of special holidays.

Make individual story booklets about: Thanksgiving, Columbus Day, Washington's and Lincoln's birthdays.

Read stories about the Pilgrims, Columbus, Washington, Lincoln, and others.

Display pictures of the President. Talk about how they choose the president. Place a poster on bulletin board so that the children can become familiar with it.

Discuss: Boy and Girl Scout Groups, 4-H Clubs.

Display pictures illustrating safety rules. Show safety films.

2. Obeying the Laws

Books:
I Want to be a Policeman
Greene

Police
C. B. Colby

Filmstrip:
A Good Citizen Obeys Rules
and Laws
YAF, color Gr. 4

3. Participation in
Community Activities

4. Safety

LEVEL I

LEVEL II

Discuss Safety rules: on the street, reporting a fire.

Read simple safety signs. Act out simple safety rules.

Draw pictures illustrating ways children can help clean up to prevent fires.

Discuss where and how to get first aid. How to report accidents. Who should give first aid, Red Cross and other helpers in disasters. Belonging to Junior Red Cross as a way to be a helper. Do a project for a Junior Red Cross.

Take a walk to observe stop signs, crosswalk, and traffic signals. Emphasize safe crossing practices. Practice crossing the street with the green light. Make a chart:

Are you a safe walker?

Do you look ahead?

Do you take one step at a time?

Explain the meaning of the caution light.

Have pupils tell about the route they take from home to school.

Develop safety skits - safe behavior on a bus.

Demonstrate safe ways to cross the street. Make a

Display - common traffic signs and railroad crossing signs.

E. VOCATION

Study Prints:

Fire in the Forest

Valcraft B&W

Bakery

HiWorth B&W

Boats, Ships & Harbors

Instructional Prod. Co.

Discuss: Jobs I want

to do when I grow up.

Discussion of yourself.

1. What kind of training will I need for the job I would like to get?

2. What are my chances for getting the job I want.

CONTENTRESOURCE MATERIALFilmstrip:

An American Farmer
EBF, color, Gr 1-3

Boats and Ships

Jarn Handy
color, Gr 3-4

Books:Trucks and Trucking

Walter Buehr
Putnam

The Fisherman and His Boat

Louise Floethe
Scribners Sons

Tuna Fishing

I Want to be a Farmer
Greene, Carla

I Want to be a Baker
Greene, Carla

I Want to be a Nurse
Greene, Carla

I Want to be a Truck Driver
Greene, Carla

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL ILEVEL II

3. How many jobs will I be able to do? List the jobs.

4. How do I determine my interests?

5. How do I determine if I can do the job I choose?

Engage in dramatic play using some of the jobs listed by the class:

1. Farming
2. Army
3. Gas Station Attendant
4. Custodian
5. Beauty Parlor
6. Receptionist
7. Store Clerk
8. Factory
9. Bakery
10. Library Aide
11. Nurses Aide
12. Waitress
13. Truck Driver
14. Fisherman

VI. STATE

A. STATE IDENTIFICATION

1. Geography

RESOURCE MATERIAL

Map of U.S.A.

Map of California

Outline Map of Calif.

California puzzle

Map showing Calif. missions

Filmstrip: Physical Environment, Filmstrip Service, Color

Pictures: California Indian Days

Books: When California Was Young, Belle C. Ewing

California Rancho Days

California Mission Days

Film: California The Beautiful

Citrus-The Golden Fruit

Sacramento-Capital City of California

Locate where we live
Locate Pacific Ocean
Locate important
rivers & parks

Locate important
cities

Locate capitol

Discussion: Meaning
of state in address

Calif. is our state
Calif. has a
governor
Men and women are
elected (chosen)
to make the laws
for the state.
The Capital city is
Sacramento

Locate other cities in
the state where pupils
have visited and write
stories about them.

Make state flag by
using construction
paper - also state
tree.

Children write a short
group story about the
filmstrips.

RESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESCONTENTLEVEL ILEVEL II

Take a short walk around school to see state flag for drawing.

Illustrate recreational activities:
camping
fishing
swimming
boating

Learn about Calif. State

Symbols:

State tree: Redwood

State flower: Calif.

poppy

State animal: Grizzly bear

Use a large map of the State of California

Locate where we live

Locate Sacramento

Locate other cities

in the State where

the children have

visited

The World Book Atlas

The World Book

Filmstrips: Jam Handy Organization

2021 E. Grand Blvd.

Detroit 11, Mich.

1. What is a map

2. Coast Lines & Their Symbols

3. Landforms & Their Symbols

4. Lakes, Rivers, & Their Symbols

5. Calif. & the Southwest

Review known identity town, city, county, state, country, continent.

Identify above on globe, in atlas. Find Calif. as one of states of union then alone in atlas, on classroom roll maps.

Review water formation terms to identify So. California

LEVEL I

LEVEL II

| | | |
|-------|--------|---------------|
| coast | island | mountains |
| shore | valley | |
| beach | hills | alluvial fans |
| | desert | |

On clear day wlk to area where mountains - hills (Signal Hill) can be observed

Discuss and name the ocean of the western boundary of Calif. Learn meaning of Pacific. Learn there are three other oceans: Look at and discuss world maps of climate, vegetation, rainfall, agricultural regions to compare these areas and locate those similar to California.

Develop a feeling of privilege and awareness of greater opportunities because of climate & location of California.

Learn the location of the four great regions of Calif. Make booklet of these regions: Remove pictures & map (p. 200) from old geography books. Place pictures of topography and industry from each region: Mountain, coast, desert, Great Central Valley.

Learn & name the mountain ranges seen from the community.

Teach correct words of the pledge

World Book Atlas, 1965 revised printing

Filmstrip: Life in the Eastern Mediterranean, Ency. Brit.

Books: Our California, Immagarde Richards, Cal. State Series, 1952

California Today, p. 256, Cal. State Series, 1957

Film: Pledge of Allegiance Calif. 50 yrs. Ago, Still film, B & W

RESOURCE MATERIAL

Film: Historic Places, Eyegate, Color, Gr. 4

Filmstrip & Record: The Gold Rush

California Almanac, p. 1-48,
Editor - Adolph Stone, Calif. State Series, 1965

California's Own History, John
(2) and Ia Ree Caughey, Calif. State Series - 1965

(1) Helen Bauer Books, Calif. Series 1957

Pictures from: Modern Calif. Calif. State Series, 1950
pp. 188-192

Filmstrip: State Emblems S 23

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

LEVEL II

Tell the story of California's history by reference to developments on the Atlantic coast at the same time.

Read to or tell the stories (biographies) from selection of each unit of Cal. Own History.

Dramatize stories. (1), (2)

Make a mural of each period.

Make a booklet of pictures of Calif. History

Make a booklet of famous men and women of California. (2)

Make the Calif. bear flag on cloth. Use a stick to complete the flag.

Display the flags.

Different members of the class choose one of the following symbols or events to draw, color, and write a story about:
State Motto: Eureka (I have found it)

State Bird: Calif. Quail

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

LEVEL II

State Flower: Golden Poppy
State Animal: Calif. Grizzly bear
State Fish: Calif. Golden trout
State Tree: Calif. Redwood

Learn the State Song, "I Love You, Calif."

Make a State Seal as a class project.

3. Conservation practices

Discuss the film-strips.

Forests
Fire
Lumbering

Resources
Water
Wildlife

Trees

Books:

There Stands the Giants,
Harriet Weaver, Sunset Jr.

Water, Water Everywhere,
by Mary Walsh

California & the West, 1965
Calif. State Series

* California: Our State Today
G. S. Brown, Ginn & Co., 1963

(3) California, Heritage of Riches
Harr Wagner Publishers, 1965

Filmstrip & Record:

Trees

Lumber

4. Recreational facilities

Filmstrip & Record:

Sequoia

Yosemite

LEVEL I

LEVEL II

Read about the story of Arbor Day *P. 204

Learn the Conservation Pledge (3) P. 8

Discuss conservation through reading selections from each unit of (3).

Dramatize A story found at the end of each unit (3)

Follow the "something to do" and "somewhere to go" suggestions at end of selected unit (3).

Read and learn about State & County Parks, * p. 158

Discuss film and parks that have been visited by children and parents

CONTENT

B. PEOPLE AND THEIR WORK

1. Motion pictures

RESOURCE MATERIAL

Filmstrip: Motion Picture Industry

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL ILEVEL II

Talk about favorite television and radio programs.

Show pictures of popular radio and T.V. stars.

Discussion:

Time to watch T.V.

Dramatic play activities with records.

Make puppets to dramatize stories.

Sing songs heard on T.V. movies or radio.

Discuss attending local movies.

Discussion:

Kind of shows (movie house, drive-in)

Discuss:

Cost of admission

Map study: Locate the motion picture industry in Calif.

Field trip: To motion picture studio.

Divide into committees or work as a group to make a motion picture.

1. Idea: Let the class decide on the story.

2. Script: Think out the story in succession & the teacher writes it on the board.

3. Technical Staff: Scene designers decide on the setting. (Keep it simple)

4. Actors: The class decides on actors and actresses (stars) for the motion picture.

5. Director: Helps place actors & the scenery. He may be in the motion picture too.

6. Film Editor: Makes arrangement of the entire motion picture. This may be the teacher.

Give the movie for other groups.

2. Transportation

Study Prints: Boats, Ships & Harbors, Instruc. Prod. Co., Color

Music for Young Americans, Book One

Filmstrip: Airplanes, Gr. 1-3
Bus Driver, Gr. 3
Railroad, Gr. 3
Boats, Gr. 3
Automotive Workers, Cur. Films, Color

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL I

Discuss the child's own world of transportation: doll buggies, skates, wagons, tricycles, the school bus, and so on.

Learn song about a child's world of transportation; Suggestions: "My Tricycle" & "The School Bus", "I'll Skate on My Roller Skates"

Discuss: How their families will get to where they are going on vacation trips - by car, boat, bus, plane, or train.

Discuss feature of each of these kinds of travel & learn the names of the people who operate them (driver, pilot) etc.

Make a transportation mural.

Have the children plan what is to be included (trains, boats, etc.) Set up teams.

Make tin can trains.

LEVEL II

Discuss - Travel manners - why they are important & how they should be practiced.

Talk about how to recognize a reliable adult when seeking information.

Make a chart on travel manners for ready reference.

Have a skit about a child who got off the bus at the wrong stop and what he did to seek help.

Give a playlet in which children ask for information regarding transportation.

Write group or individual chart stories about trips taken.

Make a display of pictures of various modes of travel.

Have each pupil tell about a trip taken by plane, car, bus, or train. This should include destination, length of travel time, & the emergencies or incidents which delayed or interfered with the trip.

Have pupils classify modes of travel as "fast" or "slow." Let them tell their experience with each mode of travel and why their family decided to

LEVEL I

LEVEL II

Cover empty cans with construction paper. Draw on details.

Make cut & paste boats.

Make cars. (Cut car shaped pattern from light weight shirt boards.)

Make paper planes. (Construction paper)

Read & Discuss:
Harbor & Boats
Tugboats, fireboats, ferry boats, sailboats, speedboats, police boats, pilot boats, fishing boats.

Discuss: Freighters-- many types - lumber boats, fruit boats, refrigerator boats.

Visit the airport.

Show pictures & discuss airplanes - jet planes, seaplanes, helicopters.

Visit the train station.

Take a train ride.

use a particular mode of travel.
Have pupils give simple description of an airport, bus, or railroad terminal, including location of rest rooms, ticket offices, and baggage rooms.

Display large map on the bulletin board. Trace routes taken by pupils on their trips.

Have them write stories about their trips.

Play travel games.

3. Agriculture

Filmstrip: Farming

Filmstrip: Cotton

Book: The First Book of Cotton, Matilda Rogers

LEVEL I

Recognize the name & use of freight trains, stock cars, hopper cars, caboose and passenger trains.

Read & discuss: Trucks - Gas trucks, gasoline trucks, food trucks, mail trucks, air conditioning trucks.

Collect samples of the different products made from our many crops.

Collect pictures from flower catalogues.

Make a class chart showing the different kinds of crops grown in Calif.

Discuss: Varieties of fruits that are grown in Calif.

Plan a movie story showing fruits of Calif. Invite another class to share movie story.

LEVEL II

Take the class to visit a farm to become acquainted with plants which are used as food.

Take the class to the County or State fair to see a variety of produce. Have children list foods under categories of fruits, vegetables, and animals.

Have children collect and make a display of common plant seeds. Draw pictures of the fruit, nut, vegetable or weed produced by each seed.

Read stories which help children understand how plants provide shelter and clothing. Develop a picture file about some of the things we get from plants.

Have children grow plants from bulbs and seeds in the classroom. Encourage children to assume responsibility for the care of plants.

LEVEL I

LEVEL II

Have children find pictures of different kinds of meat.

Identify the meat by name and by the animal from which it comes.

Read stories about and discuss how man uses animals, birds, insects, and fish.

Develop an illustrated scrapbook about some of the ways that animal life is useful to man.

Discuss film and experiences of children.

Filmstrip: Gold Mining

Iron & Steel, Long Filmslide, Gr. 5

Coal & Iron Workers, Cur. Films, Color, Gr. 6

Oil Workers, Cur. Films, Color, Gr. 4

Book: First Book of Mining
Patricia Makun, Watts Co.

Read: Early Spanish settlers and cowboys and their experience with "oily pitch" near L.A.

Locate on a map: Chief oil fields in Calif.

Rich gold veins in Sierra Nevada foothills.

Steel from iron in Riverside County.

Mercury mined near San Jose Iodine near Los Angeles

Pictures: Locate pictures of underground scenes of mining. Discuss these pictures.

Write a story about one kind of mining in the state. Illustrate story.

4. Mining

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

5. Manufacturing

6. Forestry

Study Prints:
Fire in the Forest
Walcraft, B. & W.

Filmstrip: The Lumber Mill,
Cur. Films, Color, Gr. 4

Discuss: Purposes for
which we use trees.

1. Shade
 - a. Where do we use trees for shade?
Around houses,
in parks, along
streets, in school
yards

2. Beauty

- a. Take a walk to see
a new home with no
landscaping.

3. Food

- a. Have an exhibit of
fruits & nuts from trees.

LEVEL I

LEVEL II

Take a field trip to nearby
factories in the community.

Write stories about people who
perform unskilled jobs. Stress
the positive personality traits
that these people must have to
perform these unskilled jobs
successfully.

Make a scrapbook showing the
jobs of the pupils' parents
or guardians.

Have a skit showing what might
happen if a worker failed to
do his part of a job.

Develop a skit which can il-
lustrate the results of a
worker's having superior work
habits.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

LEVEL II

- b. Observe fruit growing on neighborhood trees

Field trips in the neighborhood to observe trees

Make Carry Bags for collecting leaves.

Make crayon & sponge prints of the leaves.

Paint tree pictures.

Filmstrip: Lumber

Read to children: Logging stories.

Discuss: Why early logging could only be done near a river. How logs are moved today. Peeling fine logs to make plywood. Paper as a wood product. 150 tree-farm programs in state.

List: The most important kinds of trees used for lumber. Find pictures of these trees.

Films #5684

How Trees Help Us

Conserving Our Forests

Today #4552

Adventuring in Conservation

#2415

Learn the story of lumber from the forest to the finished board. (Read stories, see films).

Collect samples of lumber used in houses: pine, fir, redwood, etc.

CONTENTRESOURCE MATERIAL

The Lumber Yard #4672

The True Book of Trees

Udry, Janice, A Tree is
Nice

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL ILEVEL II

Discuss: How do the carpenters cut the lumber for various parts of the house?

Discuss: How do they conserve lumber?

Show the class how each child can do his part in saving our trees.

Learn "Smokey the Bear" song.

Draw pictures of people enjoying parks where beautiful trees grow.

Read poems about trees.

Discuss trees in the neighborhood and what a family must do if a tree needs to be cut down (or planted) in front of one's home.

How do the people in neighborhood care for their trees?

Why do city workers sometimes trim the trees?

Look at pictures of trees.
Discuss shapes & leaves.
Discuss how trees get food.
Discuss how tree sends moisture to leaves.

7. Fishing

Songs: Sea Horse
 Ten Little Tadpoles
 Food from the Sea, New
 Horizons II
 Song of the Sea Shore, The
 American Singer

For Listening: At the Sea
 Shore, W.W. & I. Robinson

Study Prints: Boats, Ships
 & Harbors, Instruc. Prod.
 Co., Color

LEVEL I

Make a tree map of the
 block in which you live
 or school.

Make blueprints of as many
 kinds of tree leaves as
 you can. Label them.

Look at pictures of fishes
 in books.

Visit a big aquarium.

Set up an aquarium.

Read & discuss kinds of
 equipment used to catch
 fish.

Draw or paint a fishing
 port, a fishing boat.

Share a fishing experience

Discuss: What are some
 interesting things we
 might see and do at the
 beach?

1. Look for shells
2. Look for starfish
3. Look for pretty stones
4. Look for different
 kinds of boats.

Start a shell collection

Make a finger painting,
 putting sea life into it.

Make a mobile aquarium out
 of a large cardboard box.

LEVEL II

CONTENT

RESOURCE MATERIAL

Filmstrip: Fishing Industry

Book: Tuna Fishing

C. GOVERNMENT

1. Services and responsibilities to the people

Filmstrips:

Test on Rights & Duties,

Cur. Films, Color, Gr. 4

Being Active in Government,

Cur. Films, Color

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL ILEVEL II

suspending sea life in it.

Field trip to tuna industry

Read books about different kinds of fish.

Make a scrapbook on other commercially important fish in Calif.

Write a story about the picture of the fish you bring.

Make a mural about fishing.

Discuss - people who come to our homes to protect us: Policeman, fireman, public health nurse.

Discuss places to go for help: hospitals, police dept., fire dept., clinics.

Make posters, and draw pictures of these people and places.

Take children on field trips to these places.

Review need for rules. Idea of freedom to choose carries responsibility.

Associate rules with laws children obey daily - walk or ride with signals - crossing streets - walking on sidewalks - bike riding - subdued talking.

Discuss laws of community, city, county, state: - compare:

streets' names
house numbers
highway signs & numbers.

Define & discuss by association of above: government, local laws organization, county laws, civics, state laws.

LEVEL I

LEVEL II

*Calif. Our State Today

Still films:

Land transportation

Water transportation

Air transportation

The Story of Trains

Early Communications

Electricity in Communications

Still films:

The County Fair

The Girls' 4-H Club

The City Park

Policemen at Work

Firemen at Work

The Fire House

Coast Guard at Work

The Story of Time

The Story of Weights & Measures

The Story of Lighting and Heating

Post Office Workers

Workers for Health

Coast Guard Rescue

The Story of Money

Conduct & Behavior

Still films:

In School

On the Playground

In Public Buildings

The Picnic

On the Street

Health & Safety

Read and discuss how government serves its people.

Transportation: highways, waterways, railways, skyways

* p. 164-202

Communications

Review conservation practices, associate with government service. * p. 206-219

Look at still films listed, associate each one with services of the government - our way of using tax money to create unity & betterment within the community, county, state and nation.

Distinguish between & define these services: local, county, state, federal.

Discuss & review organization of schools.

Support from taxes

Method of acquiring funds

Use of funds

Support from local, state, federal funds

Review health services, associate with government service.

Discuss employment services of the government.

Dramatize these services to clarify concepts.

2. Organizations

RESOURCE MATERIAL

Filmstrip: Responsibility
Playing in City Streets

California Almanac
Cal. State Series, 1965,
pp. 49 - 98

Filmstrips:
American Way of Life
Our Heritage & Freedom
Making Democracy Work
How Our Democracy Developed
Education in a Democracy
How Laws Protect the People
How Government Helps the
People

Being Active in Government

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL I

Display a picture chart of the Governor. Stress the Governor's name and the fact that he is a very important person.

Discuss - that the most important leaders are chosen by the people through voting.

Participates in making some simple group choices recognizing that the decision of the majority will prevail.

Vote for pets' names, etc.

LEVEL II

Observe an election day at school. Read the signs - discuss the flag, voter lists, other identity.

Associate elections with government organization: method of choosing leaders, local - mayor county - commissioners, state - governor, nation - president.

System of controls & helpers for the leaders through congress - state, federal; local: city council; courts - local, county, state, federal.

Dramatize the way each is influenced or comes in contact with the above services.

CONTENT

RESOURCE MATERIAL

D. VOCATIONS

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

93

LEVEL I

LEVEL II

Practice election & government organization within the classroom.

Discuss the armed services.

Discuss the current news of war.

Discuss, interpret and clarify concepts through viewing the listed films.

Review the services in government - local: city, schools.

Discuss jobs within city:

Recreational areas - gardeners in parks - helpers - grass watered, clean, picnic areas clean; flowers, bushes; clipped, planted.

Public pools - life guards - helpers - issuers of towels, keeping showers, pools clean. Public buildings - maintenance engineers - helpers - cleaning buildings, repairing furniture, glass, file clerks, guides, elevator operators.

Public collections - garbage, meter readers, street cleaners, meter checkers, parking helpers.

Public schools - helpers - office, maintenance, cleaners, repairers, guards.

Law enforcement services - helpers - clerks, cleaners, checkers.

Fire protection - helpers - inspectors, safety reminders.

LEVEL I

LEVEL II

Health protection services -
helpers - guides, clerks,
cleaners.
Streets & sidewalk services.

Review services at state level
in above categories.

Discuss other or enlarge upon
services:

Road maintenance

Freeway landscaping

Bridge, tunnel, overpass, under-
pass building, repairing.

Garage maintenance for buses,
railway, airplanes, state autos
used by engineers, health serv-
ices, etc.

Discuss kinds of work and need-
ed services within various
Calif. industries: auto manu-
facturing, assembly line work,
stock pilers, loaders, unload-
ers.

Motion pictures - delivery boys
runners, mcb scenes, clerks,
helpers.

Agriculture - harvesting, main-
taining machinery, boxing, load-
ing & unloading.

Transportation - assembly line
repair, signal man, change make-
Forestry - planting, watering,
grading, marking flora & fauna.
Park maintenance.

Fishing - cannery helpers.

Other work at the harbor -
loading, unloading, dock work-
ers, stevedores.

LEVEL I

LEVEL II

Emphasize & develop attitudes of the dignity of all labor and the joy of a task well done.

Identify jobs within room with future occupation or vocation.

Make bulletin board, rotate jobs.

| <u>My Name</u> | <u>My Job Now</u> | <u>What I May Someday Be</u> |
|----------------|-------------------|----------------------------------|
| _____ | Door monitor | Guard, Night watchman |
| _____ | Lights | City power checker |
| _____ | Waste baskets | City collector |
| _____ | Animals, plants | City shelter |
| _____ | Sink, paints | Custodian |
| _____ | Drinks, host | Water checker |
| _____ | Date, calendar | Ticker tape checker |
| _____ | Weather monitor | Weatherman |
| _____ | Pledge | Flag raiser |
| _____ | Dust; beauty spot | Decorator, cleaner |
| _____ | Messenger | Delivery, checkers |
| _____ | Games monitor | Recreation parks |
| _____ | Ball monitor | Batboy, locker guard |
| _____ | Line monitor | Transportation checker |
| _____ | Host, hostess | Restaurant, hotel, club |
| _____ | Free weeks | Vacation plans |

CONTENT

VII. NATION AND WORLD

A. IDENTIFICATION

1. Geography

RESOURCE MATERIAL

Books for Teacher Use:
The Little Geography of the
Wide World, M. Payne,
Houghton Mifflin Co.
The Mississippi, P. Lauber,
Garrard Pub.

Filmstrip with Record:
Daniel Boone's Wilderness,
Rivers & Roads to Miss.

Globe
Maps
Magazines
Newspapers

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

Show difference in
wall map & globe.
Point out U.S. &
California

LEVEL II

Collect pictures of foreign
cars--locate countries where
they are made, e.g., Fiat-Italy,
Toyota--Japan, etc.

Use a large map to point out
the nations of the world.

List the continents and oceans.

Give each pupil a desk copy of
a world map and have them lo-
cate the continents. Make a
mobile to show the sun and moon
in relation to Earth.

Use a world wall map & a globe
to find the continents and oceans.

Use an overhead projector and
make a large world map for the
bulletin board.

Color mountains of world.

Pinpoint areas highly populated.

CONTENT

2. World as the home of man

RESOURCE MATERIAL

Books: Water, Water, Everywhere,
M. Walsh, Abingdon, Cokesbury
Press

Changing the Face of N.A.,
Fauber, Coward, McCann, Inc.

Study Prints: U.S. Today,
Hi-worth

Filmstrips: Earth is Always
Changing, Eye Gate, Color,
Gr. 2-3

In the Summer, YAF, Color, Gr.
1-2

In the Winter, YAF, Color, Gr.
1-2

Weather & People, Cur. Films,
Color, Gr. 4-6

Missionaries

Travelers

3. U.S. in relation
to other nations

Books for Teacher Use:
You and the Constitution
of U.S., P. Witty, Chil-
dren's Press

Our American Heritage,
K-14, L.A. Bd. of Ed.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL I

Discuss climate and
how people enjoy the
climate of Calif. &
other parts of the
world.

LEVEL II

Locate important rivers, lakes
and oceans.

Discuss how climate affects
man. Discuss climate in var-
ious parts of world. Discuss
climate in relation to homes
in various parts of the world.

Report by returned missionaries

Have people in community who
have taken pictures on trips
to other countries come to
school to talk and show pic-
tures to class.

RESOURCE MATERIAL

Filmstrip with Record:
United Nations

Filmstrip: Sing a Song of Friendship, Part II, Popular Science, Color, Gr. 4-6
(How United Nations began).

Jr. Red Cross material

Fruits and canned or packaged food from other states or other countries

Maps

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

LEVEL II

Acquaint class with United Nations, World Trade & World Court.

Discuss the struggle for food and raw materials all over the world.

Make favors, toys, cookies, etc. for holidays for people in hospitals.

Report on help the Red Cross gives in an emergency.

Class and teacher bring in food imported or from other states - locate these places on maps.

Discuss probable routes taken to get to local stores.

Visit a store specializing in imported foods.

Prepare and serve some of these foods

Visit library to get information on nations in which they are interested.

Make a display of foreign made articles.

Discuss why so many things are "Made in Japan" instead of in our country.

What happens to the Red Cross box that was filled by the class?

Why do we fill Red Cross boxes?

CONTENT

4. History

RESOURCE MATERIAL

Books for Teacher Use:

The Little History of the Wide World, M. Fayne, Houghton Mifflin Co.

About Our Flag, E. Rees, Melmont

Know Your U.S., G. Ross, Student Enterprises

Filmstrip with Record:
Story of the Star-Spangled Banner

Discovery of America

Washington, D.C.

Our Country & Our Nation's Capital

How Our Flag is Made

Study Prints: Washington, C D.C., Lowman, Color

Flags of our country and other countries

Records

Poetry Books

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL ILEVEL II

Make scrapbooks with pictures of other countries.

Fill out forms requesting brochures from travel agencies.

Locate the leading natural resources all over the world.

Discuss the stone age. Write a group story. Have each child illustrate the story.

Dramatize events in history of U.S.

Murals for Columbus Day and other holidays

Plan program for Memorial Day-- have it outside around the flag pole, invite parents.

Learn well-known patriotic songs - have records for listening time.

Poems - to listen to, illustrate, e.g., Landing of the Pilgrims, In Flanders Field.

Read stories to the class about people and living conditions in the stone age to make children aware of the differences in today's living.

Learn patriotic songs. Talk about why songs were written.

| <u>CONTENT</u> | <u>RESOURCE MATERIAL</u> | <u>SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES</u> |
|----------------------------------|---|---|
| <u>B. CURRENT WORLD PROBLEMS</u> | | |
| 1. War | | <div>LEVEL I</div> <div>Children should be given the opportunity to talk with the class about family members who may be in the service of the U.S.</div> <div>LEVEL II</div> <div>Locate countries involved in current "Cold Wars".</div> <div>Invite people returned from war area to come to school to talk to class.</div> <div>Have children report on anyone they know who is involved in war area.</div> |
| <u>C. PEOPLE</u> | | |
| 1. Living together | <div>Maps</div> <div>Newspapers</div> <div>Local people involved</div> <div>Books for Teacher Use: The U.S.A. (land, people, & industries), F. E. Compton & Co.</div> <div>Resource people in the community--example: Mexican parent</div> <div>Funds available to buy food</div> | <div>Show study prints and discuss people of the world and how they have different customs, cultures, and racial and language differences.</div> <div>Discuss different cultures, beliefs, traditions, customs, & traits. Discuss barriers such as religion, education, racial, and language differences.</div> <div>Cut out pictures of food of various countries. Play a game. Draw out pictures and guess which country.</div> <div>Have any parents from other countries come to talk to class--show things from their countries, teach a dance, teach a game, or how to make some special food from their country.</div> |

D. VOCATIONS

Pictures of other countries
from Travel Agencies

Maps

Globe

Sports equipment

LEVEL I

LEVEL II

Plan & serve foods from foreign countries, e.g., chop suey, taco, etc.

Plan a typical American breakfast - find out from where each thing came.

Encourage any signs of excellence in any of the sports.

Discuss and practice the health habits, training, characteristics that contribute to success of sports participant.

Have any local people in sports come to class to talk about the above.

Help students to get involved in leagues sponsored by Recreation Centers

Encourage signs of excellence in music.

Collect pictures of favorites in the field of music. Write a story about them.

S E L F

Section I

Level III

I. SELF

A. PHYSICAL

1. Identification and Function of Body Parts

a. Skeletal System Posture

Filmstrips:
You and Your Five Senses
You the Living Machine

Film:
About the Human Body
color 15 minutes
By animation, the film expresses the function of bones, ligaments & muscles. It also shows the working of the nervous, respiratory, digestive & circulatory systems.

Film:
The Human Machine
color 15 minutes
The following systems are illustrated & their functions are discussed by comparing them with their counterparts- useful man-made machines.
1. Skeletal system
2. Coordination of muscular & skeletal systems
3. Digestive & assimilation systems.
4. Nervous system.
5. Circulatory system.

LEVEL III

Discuss & make a list of the important parts of the body.
Make up a sentence about each word.
Make up Work Sheets about the list of words & the sentence chart:
Matching - word list & picture list.
Alphabetize list & look up words in the Dictionary.
Sentences with blanks for body part words.
Questions about these sentences.
Crossword Puzzles of word list of body parts.

Discussion - Vocabulary
skeleton arms hands - thumb
Bones legs nails
joints feet

Make a chart of the body parts, using pictures cut from ads in magazines.

Commercial charts: Skeletal system, muscular system, nervous system.

Make ditto copies of charts for student's use - leave blanks to fill in.

RESOURCE MATERIAL

Filmstrip:

Your Bones
an explanation of the body's skeletal structure & function.

Film:

Muscles & Bones of the Body
The film emphasizes the importance of muscles & bones to the internal & external functioning of the human body, showing how tendons, joints, muscles & bones of the skeleton work smoothly together as one unit.

Posture in Motion.
color 9 minutes

Teenage girls demonstrate correct & incorrect principles of body movement in walking, standing & sitting.

Music:

folk song - "Bones" page 184
Music in our Country, Gr 5
also recorded.

b. The Skin and the
Sense of Touch

Book:

Your Health and You
Jones, Morgan & Landis
Calif. State Series Gr 5
Ch. 1, p. 9 -33

Film:

You and Your Five Senses
color 8 minutes

Disney

Jiminy Cricket film - Man's
senses & those of animals
are compared.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Discussion: The Sense of Touch - sensitivity to heat, cold, pain, touch, pressure.

Function of the Skin - protection, cooling, regulation of body heat. Sweat glands, oil glands, fingerprints & footprints, calluses.

Fingerprints - Use stamp pad & magnifying glass. Make prints of each child's fingers.

Filmstrip:

Your Skin

Explains how skin, hair & nails serve as protective covering for the body.

Film:

Discovering Texture

Color 17 minutes

Every surface has texture, & an object may have several textures. We learn about textures by touching the surfaces. The film shows how man uses paints, tools & materials to change the texture of some surfaces.

c. Internal Organs

Model of Torso with removable organs.

Model of heart

Film:

Circulation & the Human Body

Color 10 minutes

The function of the heart is explained.

Filmstrips:

You the Human Being

Jiminy Cricket points out the major difference between man & animals - that can think & reason. Shows that while some animals have certain keener senses than man has, man still dominates the animals because of a highly developed mind.

Request the school Nurse to give a lesson (or series of lessons) on parts of the body & their functions.

Discussion: list vocabulary & functions

| | | |
|--------|-------------|--------|
| Heart | Intestines | Nerves |
| Lungs | Stomach | Brain |
| Kidney | Muscles | |
| Liver | Blood-veins | |

Make up sentences (definitions) for each term.

Make up work sheets about the sentences - leaving blanks; crossword puzzles, etc.

Bring in samples of animal liver, kidneys, etc. from the butcher.

Discuss first aid procedures for stopping bleeding.

Commercial Charts - Graphic Health Series

Muscular system, nervous system, circulatory system, blood and lymph, Respiratory system, respiration, alimentary system.

Duplicate charts for student use, leaving blanks to

LEVEL III

fill in vocabulary words.

Your Blood System

Explains the composition of the blood, how it carries food & oxygen to all body cells from the heart, through arteries, capillaries, veins & back to the heart.

Your Muscles

Explains how the body gets its power from voluntary & involuntary muscles, which give movement, & operate our most important internal organs.

Your Heart and Circulation

Art work illustrations - show the function of the heart & circulatory system.

Your Digestion

Explains the absorption of food through the digestive system.

Your Body's Message System

Explains how the brain & spinal cord direct our bodies through the involuntary & voluntary nervous system.

Model - the eye, with removable parts

Book:

Your Health and You
Jones, Morgan & Janda's
Calif. State Series

d. The Eye and The Sense of Sight

- 1) Parts
- 2) Sense of Sight
- 3) Glasses & Contact Lenses

Request school Nurse to give a demonstration & explanation. Discuss eye health. Examine eyes, using Snellen chart.

Enlarge diagram of parts of the eye & make a wall chart. Photocopies of the chart for student's use.

Films:Eyes and Visioncolor 10 minutes

Clearly designed animation sequences make it possible to see why the retinal image is inverted, how the lens changes shape to bring objects into sharp focus, & how the pupils open & close to regulate the amount of light entering the eye.

Our Wonderful Eyes and TheirCarecolor 11 minutes

Joel's experience in having his eyes examined, in being fitted for glasses & in learning the rules for proper eye care provides an interesting & informative lesson.

You and Your Eyescolor 8 minutes

Disney

Compares structure of the eyes to a camera & explains the reversal of images on the retina.

(Also a Filmstrip)

Filmstrip:Care of Eyes and Ears

Illustrates the importance of good eyesight & explains how the eyes may be protected.

Adventures in SeeingPresents simple sketchesCharts - Graphic Health SeriesSense of Vision

Duplicate for student use.

Make a booklet of the various duplicated charts, vocabulary lists and sentences giving definitions.

RESOURCE MATERIAL

which dramatize nature's logic in providing all of earth's creatures with eyes that fit their needs.

e. The Ear

Model of the ear with removable parts.

Film:

You and Your Ears
color 8 minutes

Disney

Presents structure & operation of the ear. Sound waves, the outer ear, the middle ear & the inner ear are explained.

Filmstrip:

You and Your Ears

Jimmy Cricket explains that the ear does two jobs, it hears & it helps a person keep balance. Summarizes what man's sense of hearing does for him, & uses illustrations to show exactly how he hears.

Book:

Your Health and You
Jones, Morgan & Landis
Calif. State Series Gr. 5

Filmstrip:

You and Your Five Senses

Jimmy Cricket describes man's five senses - hearing, smelling, taste, sight & touch.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Request the school Nurse to explain & demonstrate, using the model of the ear.

Copy chart of page _____ & duplicate for student use.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

f. The Nose and the Sense of Smell

Book:
Your Health and You
Jones, Morgan and Landis
Calif. State Series, Gr. 5

Discussion: Nose - used for breathing, smelling, talking.

Discuss proper way to blow your nose (do not block one nostril).

The nose's function in speech - stream of air, blocking air for m, n, ing, nk.

g. The Mouth

1) Teeth & Gums

Model of teeth

Wall chart of teeth

American Dental Assoc. charts on dental care.

2) The Tongue & the Sense of Taste

Book:
Your Health and You
Jones, Morgan & Landis
Calif. State Series Gr. 5

3) Tonsils

h. Body Functions Elimination

Discussion: Importance of elimination of waste from body systems.

Proper attitudes & terminology in social situations.

i. Menstruation

Film:
The Story of Menstruation
color 10 minutes
presents menstruation as a phase of normal growth & development; shows physical changes which accompany menstruation.

School Nurse

2. Personal Grooming and Health

Text Book:
Your Health and You
Jones, Morgan & Landis

Class Discussion: Grooming
Make a list of vocabulary important to a discussion of good grooming. (Use 'brainstorming' technique).

CONTENT

RESOURCE MATERIAL

Filmstrips:
Clean as a Whistle
Emphasizing that people generally judge you first by what they can see, this filmstrip discusses the various aspects of personal cleanliness for boys: bathing, skin care, shaving, deodorants, care of teeth, care of hair, care of nails & fresh clothing.

Cleanliness
Discusses the importance of a clean skin for resisting disease-carrying germs, & explains the reasons for practices in personal cleanliness.

Hands Right
Points out to young people the basic elements of good hand care, with particular reference to the importance of regular routine. What your hands say about you, & what your hands can do for you in social & school situations.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Example: Comb, brush, hairspray, shower, bath, towel, wash cloth, soap, posture, lipstick, make-up, nails, toothbrush, toothpaste, pimples, blemishes, tie, clean clothes, socks, underwear, deodorant, razor, manicure.

Make up a sentence for each word, after discussing the definition, importance & use and/or attitudes etc. involved.

Work sheets can be made up by the teacher, using the word list & sentences. For example:

- Matching words - illustrations
- Complete the blanks left in the sentences.
- Answer the questions (based on the students' sentences).
- Crossword puzzles - answers are blanks left in sentences.
- Dictionary - alphabetize & look up words on list.

Daily inspection: Have each child keep a personal chart, checking daily bath, teeth brushed, shoes shined, nails clean, etc.

CONTENTRESOURCE MATERIALFilmstrips:

Posture shows how good posture may be achieved and the resultant benefits in improved appearance and a strong, flexible body.

Strictly Business

Tips for the job applicant make up the theme of this filmstrip, as it discusses the aspects of grooming and conduct that impress the prospective employer; the first appointment, selection of clothing... cleanliness and grooming and personal conduct.

Time to Attire

Care and selection of clothing is the theme... as it discusses such clothing problems as: choice of suits, the proper fit of jackets and trousers, color problems, choice of shirt and tie, sports clothing, shoes, care of clothing, rain wear and cold weather clothing.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IIIClass Discussion

The right clothing for the right activity and situation.
School dress rules
Care of clothing
 washing
 ironing
 dry cleaning

CONTENT

- a. Eating the
Right Foods

RESOURCE MATERIALFILMS:SOMETHING YOU DIDN'T EAT

color 8 min. Disney
stresses the importance of
vitamins to health. The 7
essential vitamins, the foods
that contain them and how to
plan meals for a well-bal-
anced diet are discussed.

FilmstripsAdventure at Camp Habit

depicts good habits which
should be formed and bad ones
which should be broken. Shows
how good habits influence
health

Finding Out How Foods AreUsed In Your Body

Why we need certain foods
in our diets.

Food For Health

stresses an understanding
of the following points:
What foods are good for us,
why we must eat a balanced
lunch, how to choose a bal-
anced lunch and the impor-
tance of cleanliness around
food.

Fruit Farming

diagrams show the nutri-
tional value of various foods.
Photographs illustrate how various
types of fruits are grown and
processed for market.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IIIBulletin Board:

Charts (ready-made) or pictures
illustrating the four food groups

Bulletin Board:

Prints of advertisements (without
adv. copy) from Abbott Laboratories
Dayalite vitamins.

Pictures are 'Starchy Pete, the
Vitamin Cheat', 'Mrs. Peeler,
the Vitamin Stealer', 'Tommy
Teen is vitamin lean', 'Soda Sue...'
Pictures are composed of appropriate
materials to title.

Plan a balanced menu

1. daily
2. weekly

If cooking facilities are available in
the classroom, plan, cook, and eat a
typical, well-balanced meal.

Request the director of the school
district's food services to give a
talk to the class, explaining how
the school menu is planned.

If the school district has cooking
facilities, such as a central kitchen,
make a field trip there to see how
they operate.

RESOURCE MATERIAL

Filmstrips

Health - Your Food and Digestion
contains units on nutrition and digestion.

Keeping Ourselves Healthy
how the school protects each child's health is shown, followed by ways in which the average child should help protect his own health - exercise, rest, proper clothing, fresh air, good light for reading, etc. Also considers the people who help keep us healthy: nurses, doctors, teachers, school custodians, parents.

Proper Food
Story on health education

Securing Your Food
shows variety of nutrients necessary for balanced diet. Develops understanding of food as energy, the role of vitamins. Shows food preservation and storage.

You and Your Food
Jiminy Cricket makes the point that everything alive needs food, including plants, animals, and man; shows that the right foods are needed to build strong and healthy bodies. Illustrates the five classes of food needed by everyone every day in order to keep healthy and active.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Post the school cafeteria menu on the bulletin board.

Cut illustrations from magazine ads to menu. This can be done either as a display for the bulletin board or as a project for each child to make in booklet form.

If cooking facilities are available in the classroom, have a "Tasting Day", bringing in food items which are unpopular or unknown to the students but good for their health.

FILM:

Citrus - the Golden Fruit
color 14 min. presents the story of the production of citrus in the foothills near San Joaquin.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

b. Exercise and Rest

Filmstrips:

Fit as a Fiddle
emphasizes that keeping fit is an essential part of achieving and maintaining good appearance. It discusses such fitness problems as: posture, diet, overweight, exercise and recreation.

Health and Exercise

Games with the basketball
on the playground, running games. Family week-end picnic. Folk and square dances in the gymnasium. One boy cannot participate.

Health - Sleep and Rest
explains why sleep and rest
are necessary.

c. Medication

Many students require daily medication for such things as neurological handicaps, asthma, allergies, etc. Discuss - the importance of following doctor's orders given on prescriptions; the importance of using medications discriminantly; never using another person's prescription; keeping medicines out of younger children's reach, etc.

d. Immunizations

FILM

Defense Against Invasion
shows by animation how our bodies resist infection. (There is some doubt as to the effectiveness of this film - the animation

Types: Smallpox
Polio
Diphtheria
Whooping cough
Tetanus
Measles

Include calisthenics as part of the daily physical education system.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Request school nurse or doctor to give an informational talk.

Cooking - stress importance of clean hands when handling foods.

Demonstration - Using two clean jars with lids, have a child (or all) with dirty hands, handle a piece of potato, then place it in the jar and close it. Put another piece of potato in the other jar, handling as little as possible. After several days, notice the difference in the conditions of the potatoes.

RESOURCE MATERIAL

becomes so involved, students miss the point.

FILM:

The Housefly and its Control
color 11 min.

Even in the cleanest kitchen, the common housefly is capable of contaminating food and spreading disease. Experiments show that an agar plant on which a fly has walked develops colonies of bacterial growth after a day in an incubator. An understanding of the housefly and its life cycle, anatomy and potential danger better prepares us to control the common and harmful insect.

Filmstrips:

Avoiding Germs
explains that although harmful germs exist all around, there are many ways in which their effects can be combated, also deals with the ways an individual can protect himself against germs.

Avoiding Infection (Treating a Cold)

story on basic area of health education (primary level)

Care of Nose and Throat
shows how the mechanism of the nose and throat operates to protect health, and how one can co-operate in avoiding as well as recovering from an infection.

CONTENT

- e. Germ control for the prevention of communicable diseases

RESOURCE MATERIALFilmstrips:

Controlling Germs explains about bacteria that keeps us healthy and other bacteria that might make us sick. It reassures children about germs and how to control them. Emphasis is placed on the following points: Why food must be kept clean, why hands must be washed before eating, what to do in case of an accident, and how to keep others from catching your cold.

Our Body Fights Disease points out the presence of microorganisms - yeasts, molds, germs, and others.

Securing Good Health - Part 2 provides an introduction to microorganisms of disease and the techniques used by scientists in studying these microorganisms. Describes the body's defenses against disease and how scientists fight communicable disease.

War Dance describes the ways in which a community can affect the health of other communities, discusses the means used to restore healthful conditions, shows how insects, various bacteria, rats and mice, etc. destroy crops, life and property, and explains methods used to fight them.

CONTENT

f. Alcohol, smoking and narcotics

also

glue sniffing, etc.

RESOURCE MATERIAL

FILM: American Cancer Society

Smoking

drawings show that the body can repair damage to itself, if caught soon enough. (Moral - stop smoking)

Alcohol and You-Part I

presents the basic facts about alcohol. Defines alcohol, describes the properties of ethyl alcohol; discusses the manufacture of alcohol by fermentation, brewing and distillation; describes some of the common uses of alcohol in industry and as a medicine and as a beverage and traces the historical use of alcoholic beverages in early days.

Alcohol and You-Part II

Here are discussed the answers to these questions. What happens when alcohol is taken into the body? Does alcohol cause disease? Why do people use alcoholic beverages? Why do some people abstain from drinking? Is alcohol habit-forming? What is an alcoholic? Can alcoholism be cured?

Narcotics and You-Part I

defines narcotics, including novocain, morphine, opium, cocaine, heroin, marijuana, and the barbiturates. Explains where narcotics come from, and briefly traces the use of narcotics in early history. Also describes some of the legal steps taken to reduce or eliminate the illegal use of narcotics in this country.

LEVEL III

Discuss the effects of each.
Discuss laws regulating each.

Request law enforcement officer to speak to class or one or all of these subjects.

RESOURCE MATERIALFilmstrip:

Narcotics and You-Part II
treats in detail the nature and problems of drug addiction; why and how criminals engage in drug traffic, the special problems of narcotics and the teen-ager, the tragic beginning of drug addiction, the progressive steps from experimentation to "mainliner" addiction, the possible avenues to recovery and rehabilitation. Throughout the lesson, stress is laid upon PREVENTION AS THE BEST CURE for the narcotics problem.

The Smoking Problem

When some of Tom's friends try to persuade him to smoke his first cigarette, he looks at some of the facts about smoking as a social, health, and moral problem. He finally arrives at his decision and challenges the viewers to make theirs.

Filmstrips:Dangerous Friends

shows the dangers found in the things children use or play with. Stresses the importance of being careful near fire, poison, etc.

Your Clothing Can Burn

Shows what to do if your clothing catches fire; which fabrics are safest for clothing, and the common cause of clothing fires.

g. Personal Safety

LEVEL III

Know and be able to write your

name

address, including city and state

phone

father's name

"For Your Protection - Ten Rules of Safety for all Children" - Peter J. Pitchess, Sheriff, Los Angeles County

FILM:

I'm No Fool Having Fun
color 8 min. Disney. This film is designed to indicate some of the good practices of "Having Fun." They are dramatized by the use of cartoon characters illustrating a contest between "You" and a mythical "Fool." Some of the practices illustrated are, where to play, showing off, overdoing it, keeping others informed if you are going out, etc. - Available from: Public Safety Department Auto Club of So. Calif. 2601 So. Figueroa St., Los Angeles, Calif., 90054 Phone: 746-4480

3. Likenesses and differences

LEVEL III

Distribute list of safety rules from county sheriff.

Personal safety rules - develop a list with the class.

Examples:

1. Know the poison label - don't touch poisons.
2. Be careful with scissors.
3. Don't play with matches or fire.
4. Don't play near railroad tracks.
5. Play in playgrounds, not streets.
6. Obey your parents in all things, at all times.
7. Do not take candy from strangers.
8. Do not take rides from people you do not know.
9. Never play at construction sites or around deserted buildings.
10. Never play with old ice boxes, packing crates, caves, storm drains.
11. Don't play with strange dogs or other animals.

Class discussion: How are people different?

1. Girls - boys
2. Physical appearance - "figures"
3. Adults - teenagers - kids
4. Sizes, heights, weights, colors of skin, colors of hair, etc.
5. "How they act - stupid, nice, grumpy, friendly..."
6. Poor - rich
7. "The way they talk - grammar - accents"
8. Different hands (right - left)
9. "Smartness", geniuses, regular, etc.

Filmstrip:

Likes and Dislikes
illustrates the likes and dislikes of the majority of the children with relation to others' behavior and dress. Shows the importance of dressing neatly, getting along with others, courtesy and kindness

B. SOCIAL SELF

1. Personal Identification

Know your name; how to spell it and be able to write your signature at least in cursive writing.

Other names: nicknames
middle names
Mr., Mrs., Miss

Know your own age, birthday, phone number and address.

First day of school - have class members introduce themselves to each other, giving a short "autobiography" (name, age, no. of siblings, home, school).

Bulletin board:

Have a chart with each student's picture and name on it.

Write "A Book About Me"

Teacher prepares pages with a blank space for

LEVEL III

10. religions
11. handicaps - speech vision hearing crippled neurological retarded
12. nationalities
13. jobs

(This list was developed by an EMR class - elementary level: their understanding of "likenesses and differences" surprised me - they included many things I would have overlooked.)

LEVEL III

pictures or drawings on top - title pages, if necessary, i.e., "This is me", "I Like", "I Can...", etc.

First Day of School:

Have a cigar box for each student to cover with wallpaper sample or contact paper. Boxes are to be used to keep together small personal belongings in desks.

First Day of School:

Demonstrate, check, re-check, re-demonstrate, ad infinitum - "How to Operate a Combination Lock" (for P.E. Lockers)

Class Discussion:Personal Responsibilities

1. Care for personal belongings
 - lunch money
 - locks
 - keys
 - gym clothes - label
 - purses
 - wallets
 - jewelry - glasses, contact lenses
 - allowance
 - bicycles locked in racks

Personal property at home and school

Respect others' property so they will respect yours.

Personal responsibilities for school property.

desks and chairs

P.E. equipment

books, paper, and pencils

library books

bathrooms

cafeteria

2. Personal Property

3. Self in relation to others

Filmstrip: Boy Meets Girl
explains that strong friendships between boys & girls require dependability, cheerfulness, etc. - shows the importance of a boy meeting his date at her home & meeting her parents.

Filmstrip: Bob's Little Shadow
"little brother" - nuisance, emphasizes that age should be no barrier to friendship.

Filmstrip: Boy Scouts & Other Groups
shows how the various activities & training in Boy Scouts aid the formation of good character & makes for better citizens.

Filmstrip: Likes & Dislikes
illustrates the likes & dislikes of the majority of the children with relation to others' behavior & dress.

Filmstrip: Manners at Play
aims to present good sportsmanship & manners at play, while listening to radio, watching TV.

Filmstrip: Getting Along At Home
family activities, respect of privacy, permission to do different things & restraint from teasing all promote a good home life.

LEVEL III

Class discussion:

How do others see me?
nice shy
friendly bashful
polite neat
clean

What can you do to make others like you?

ask for students' ideas { share
be polite
be friendly
tell jokes
take turns
make people laugh with you not at you
play games with others
don't embarrass people
open doors for people carrying things
be clean & neat
wear clean clothes
shower daily
comb hair, etc.
use good manners
obey the rules

Names & relationships

| | | |
|---------|-------------|-------------|
| mother | aunt | grandfather |
| father | uncle | friend |
| brother | cousin | relative |
| sister | grandmother | kin |

Workpaper: Questions:

What is your name?
What is your surname?
What is your middle name?
What is your father's name?
What is your mother's name?
What is your grandfather's name?
What is your grandmother's name?
etc.

LEVEL III

Project for Homework: Make a "family tree."

Filmstrip: Getting Along With Friends

friendship traits (proper introductions, invitations, good host, avoid gossip)

Filmstrip: Promises Are Made to Keep

describes the qualities which make a person dependable

Filmstrip: Quarrel! Quarrel!
illustrates the give and take of friendship

Filmstrip: Alan Mends His Manners

boy is thoughtless, rude and selfish until he overhears comments about himself

Filmstrip: Why Have Good Manners?
shows how good manners are basically a form of kindness and consideration for others

Filmstrip: At Home & In Public
stresses consideration for others, whether they are members of the immediate family or strangers in public

Filmstrip & Record: How to Make and Keep Friends

Filmstrip & Record: Learning About Popularity

Filmstrip: How Do You Rate With Your Friends?

LEVEL III**C. EMOTIONAL SELF****1. Analyzing emotions**

Designed for group discussion on desirable personality and behavior traits

Filmstrip: Michael Finds a Better Way (cooperation)
 Boy's fight with brother over tools stalls his Boy Scout project until he learns value of cooperation

Film: Red Balloon
 color 34 min.

Filmstrip: Getting Along With Yourself
 Control of temper, understanding, respect of others, and their opinions

2. Self appraisal

Filmstrip: Do's and Don't's of Good Manners
 summarizes a series of common lapses from good manners

Filmstrip: Growing Up
 shows the importance in forming good habits while growing up

Discuss Red Balloon

How does the boy feel?

How do the boys in the "gang" feel?

How do you feel about the way it turned out?

Which way do you act?

Discussion: What are emotions?

happy

love

sad

hate

mad

Role Playing:

Set up situations such as:

losing in a game

arguing with a friend or sibling over a toy

being called names

Have various students show different ways of reacting. Discuss pros and cons.

Discussion:

What do I like about me?

What don't I like about me?

What do people like about me?

What don't people like about me?

What do I like about other people?

How should I act and behave to be the kind of

person I want to be?

CONTENT

II. FAMILY

A. HOME IDENTIFICATION

1. Recognition of
Physical Facilitiesa. Kinds of
Homesb. Rooms in a
Homec. Parts of a
Housed. Construction
of a House

Filmstrip:
Homes in the City
A survey of apartment
houses and private homes
in cities and suburbs.

Filmstrip Series:
"The Story of the Building
of a House"
includes:
"How it Started"
"Excavating the Cellar"
"Building the Foundation"
"Men Who Build our Houses"
"Gas, Electric, Plumbing,
and Other Installations"

RESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Walk around Neighborhood: Look at homes; look for
likenesses and differences.

Class Discussion: Kinds of Homes; apartments,
trailer, camper, "regular" home (single dwelling),
two story home, tri-level home, farm, mansion, cabin,
tent, duplex, motel, hotel.

New vocabulary: dwelling, buy, rent, mortgage,
patio, yard.

Rooms in a House: bedroom, living room, dining
room, family room, kitchen, bathroom, den, guest
room, utility room, hall, closet (clothes, linen,
broom).

Make scrapbooks or wall charts of pictures of:
(1) different types of homes, (2) different rooms.

Vocabulary (Discuss; draw from the children and
their experiences): walls, ceilings, floors, roof,
rooms, fireplace, doors, archways, windows, elevator
(apartment), yard, patio, sliding door, sidewalks,
fence, garage, cupboards, stairway, shutters, closet-
shelves

Vocabulary and Concepts: brick, wood, stucco,
cement, roof (tarpaper, shingle, asphalt, racks)
paint, insulation, tile, glass, plaster, wall-
paper.

"Completing the Inside of a House"
"Completing the Outside of a House"
"Parts of a House"
"Tools and Materials for Building a House"

RESOURCE MATERIAL

Filmstrip: Thinking for Yourself
explains to young children the importance of thinking for one's self and assuming moral responsibility for one's decisions

Filmstrip: How Do You Rate At Home?
Designed for group discussions on desirable personality and behavior traits

Filmstrip: How Do You Rate At School?
Designed for group discussion on desirable personality & behavior traits

3. Realistic acceptance of success & failure

Filmstrip & Record: Making the Most of Yourself
Craig begins to see the importance of accepting himself for what he is and making the most of himself

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Judging My Own Work:

Bulletin board area for display of best handwriting practice paper. Student to decide on "best" paper and take charge of changing it periodically.

Read & discuss: McCall's, June 1967, article by Hubert Humphrey on his retarded granddaughter.

Kennedy daughter is retarded.

"We aren't the only ones--there are thousands of retarded people!"

"You don't have to act retarded."

No one is good at everything. Everyone is good at something.

Discuss "successes":

What did I do right?

Discuss "failures":

What did I do wrong?

Could I have done better?

Did I do my best?

F A M I L Y

Section II

Level III

CONTENT

II. FAMILY

A. HOME IDENTIFICATION

1. Recognition of Physical Facilities

a. Kinds of Homes

b. Rooms in a Home

c. Parts of a House

d. Construction of a House

RESOURCE MATERIAL

Filmstrip:
Homes in the City
A survey of apartment houses and private homes in cities and suburbs.

Filmstrip Series:
"The Story of the Building of a House"
includes:
"How it Started"
"Excavating the Cellar"
"Building the Foundation"
"Men Who Build our Houses"
"Gas, Electric, Plumbing, and Other Installations"

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Walk around Neighborhood: Look at homes; look for likenesses and differences.

Class Discussion: Kinds of homes; apartments, trailer, camper, "regular" home (single dwelling), two story home, tri-level home, farm, mansion, cabin, tent, duplex, motel, hotel.

New vocabulary: dwelling, buy, rent, mortgage, patio, yard.

Rooms in a House: bedroom, living room, dining room, family room, kitchen, bathroom, den, guest room, utility room, hall, closet (clothes, linen, broom).

Make scrapbooks or wall charts of pictures of:
(1) different types of homes, (2) different rooms.

Vocabulary (Discuss; draw from the children and their experiences): walls, ceilings, floors, roof, rooms, fireplace, doors, archways, windows, elevator (apartment), yard, patio, sliding door, sidewalks, fence, garage, cupboards, stairway, shutters, closet-shelves

New Vocabulary and Concepts: brick, wood, stucco, cement, roof (tarpaper, shingle, asphalt, racks) paint, insulation, tile, glass, plaster, wall-paper.

"Completing the Inside of a House"
"Completing the Outside of a House"
"Parts of a House"
"Tools and Materials for Building a House"

RESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IIIFilm:Building a House

color, 11 min.

Shows main stages in building a house; stresses special skills of carpenters, bricklayers, plumbers and other workment.

Filmstrip:The House is Built

depicts the skills of the architect, surveyor, plumber, carpenter, plasterer, electrician and others.

Film:The New House (Where It Comes From)

color, 11 min.

Filmstrips:Making Bricks for HousesMaking Glass for HousesMen and Building Materials

depicts some of the principal outside industries contributing to modern home construction.

Book:Everyday Machines and How TheyWork

H. Schneider

McGraw Hill, 1960

e. Furnishings
& Fixtures

House Furnishings and Fixtures: furnace, refrigerator, stove, beds, tables, "pool table", bathtub, toilet, sink, shower, dresser, lamps, sofa, couch, davenport, hi fi, recorder player, TV, Color TV, garbage disposal, garbage can, curtains, drapes, ashtrays, silverware, dishes, clothes, carpeting, rugs, pictures, desk, dishwasher, intercom, coffee table, rocker, toybox, chairs, TV trays, baby bed, bassinet, crib, washer, dryer, hamper, air conditioner, heater, playpen, clock, radio, linens, covers-

f. Utilities

Booklet:

Your Voice is You
Telephone Co.

Film:

Pipes in the House
color, 11 min.

sources of water, gas and
electricity.

Electricity - Principles of
Safety

B&W, 11 min.

Filmstrip:

The Story of Lighting and
Heating

from the sun as sole source
to our modern systems.

LEVEL III

blankets, appliances, medicine chest, TV antenna,
faucet, planter, lawn-mower, rake, hoe, tools, mop,
vacuum cleaner, broom, sweeper, pots and pans,
toaster, mixer, etc.

Work Sheets: Classify household furnishings accord-
ing to room each belongs to or is used in.

Cut out pictures of furniture, etc. from catalogs
(i.e. trading stamp catalogs) and paste under appro-
priate heading (room).

Vocabulary: Telephone: wires, dial tone, bill,
extension, directory, answer, party line, yellow
pages, receiver, long distance, repairman, direct
dial, operator, ring, message, busy signal, infor-
mation, phone numbers.

Teach: telephone courtesy, emergency procedure
(fire, police, doctor); proper use of telephone,
voice volume, use of a directory, alphabetizing last
names.

Activity: Study Trip: Pacific Telephone Co.,
6822 Santa Fe Ave., Huntington Park, (Mr. Banks)
LU 5-0009.

Electricity: plug, shock, batteries, wire, extension,
fuse, circuit breaker, light bulb, switch, extension
cord.

Uses: light, electric blanket, dryer, electric
stove, TV, appliances, clocks.

Activity: Study Trip: Southern California Edison
Company, 160 N. Bright, Whittier; OX 8-2511.
Grades 7 and 8. Request tour early in fall.

RESOURCE MATERIALFilm:

All About Natural Gas
color, 11 min.

Southern California Gas Co.

Books:

Fire in Your Life
Irving Adler, D
Day 1955

What is Heat?

Theodore W. Munch
Benefic Press, 1960

g. Yard

Filmstrip:

Weeds - - Undesirable Plants
Photographs of weeds which
grow in California

h. The Family Car

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Gas: Vocabulary: thermostat, heater, pilot light,
Uses: cooking; stove, oven; heater, water heater,
dryer, fireplace, fireplace starter, swimming pool
heater.

Activity: Study Trip; Southern California Gas Co.,
8101 S. Rosemead, Pico Rivera, 689-2162. 8th Grade
only.

Water: Vocabulary: pipes, sink, faucet, uses
Uses: steam iron, water heater, water lawn and plants,
shower, bath tub, washer, toilet, drinking, ice cubes,
swimming pool

Yard: Vocabulary list for discussion. Add to list
from discussion: lawn, planters, sidewalks, patio,
pool, driveway, garage, sprinkler, fence.

Types of yard plants: flowers, grass, plants, trees,
"dirt", cactus, shrubs, ivy, ice plant.

Auxiliary Unit: Fences:

An introduction to "restraints and regulations"
Discuss types of fences; reasons for fences; respect
for fences, as identification of others' property.

Bring in and post pictures of different fences.

Learn by discussion and pictures: types of cars,
differences: color, size, manufacturer.

Children spend much of their time with the family in
the car on business and pleasure trips:

Discuss: Safety rules in a car. Courtesy in your
behavior while in a car.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Introduce the topic "cars" to the class and spend a "brainstorming session" on: "What is important about cars to us?"

Follow the direction of the children's thinking to further develop the unit.

Activities: Study Trip: Ford Motor Co., L.A. Ass L.A. assembly Plant, 8900 E. Washington Blvd., Pico Rivera, RA 3-2471 or OX 2-6911, call for appointment. Students over 10 years old. Tours at 1:00 P.M. or 10:00 A.M.

General Motors Corporation, Assembly Division, 2700 Tweedy Blvd., South Gate, LO 6-4141 or 214 - 215. 1' hour tour at 9:30 A.M. or 1:30 P.M. No children under 12. One class at a time.

Class discussion: Add to list from students' ideas. Housework (inside), dust, vacuum, sweep, make beds, wash dishes, iron clothes, wash clothes, clean bath room, cooking, hang up clothes.

Washing dishes: after class has a cooking experience discuss in detail washing dishes:

1. Rinse all garbage off dishes before placing in dishpan.
2. Use soap and hot water.
3. Rinse dishes in hot water.
4. Order of dishes for washing:

- a. Items which touch the mouth, silverware, glasses.
- b. dishes.
- c. pots and pans.

2. Care of Physical Facilities

a. House

CONTENT

RESOURCE MATERIAL

Filmstrip:
Tricks and Treats With
Macaroni Foods

Set:
Filmstrip and Teacher's
Manual:
Guide to Breakfasts
Guide to Cheese
Guide to Meat
Guide to Vegetables

B. PEOPLE

1. Role Identification

Film:
Family Teamwork
color, 18 min.
Family relationships,
responsibilities and
cooperation are emphasized.

Film:
What Do Fathers Do?
Color, 11 min.
Fathers are shown as providers for their family, and as men whose work helps

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

5. Allow dishes to drain to dry or wipe dishes.
a. Use a clean towel.

Do not use the same towel to wipe your hands.

Cooking: Many districts provide utensils and ingredients for cooking as part of the E.M.R. curriculum.

Use "cooking class" as an opportunity to learn healthful meal-planning and also to develop more awareness of the importance of hygiene in cooking.

Particular attention may be paid to planning and cooking good breakfasts.

Care of Clothing:
Demonstrate ironing of various pieces of clothing.
Student participation if permitted by district policy.

Outside: paint house, paint trim, wash windows, paint wooden fences, sweep and wash patio and driveway, pool (sweep, vacuum, chlorinate, acid, filter), insect spray, mow lawn, edge lawn, take out trash, pull weeds, fertilize lawn, water lawn, prune shrubs

Members of a family; mother, father. Immediate: children; brother, sister, foster brothers and sisters, step-brothers and sisters, baby. Pets.
Extended Family: grandparents, aunts, uncles, cousin, nieces, nephews, godfather, godmother, great-grandparents.

Work Sheet: My name is _____
My father's name is _____
My mother's name is _____
My sister's name is _____
etc, etc.

provide the things our community needs.

Filmstrip:

Brothers and Sisters

Photographs describe how the family unit is constituted, why it is important, and how youngsters can help make it run smoothly.

Father Works For the Family

Father leaving for work, what the family does with the money father earns, types of work that fathers do.

Mother Cares for the Family

Activities of a mother's day taking care of family needs including housework, marketing, cooking, evening with children and working with father on budget, helping PTA and nursery school.

2. Recognition of Family as a Unit

Discuss: "Togetherness". What kind of activities do families do together?

Go to church, visit relatives, clean house and yard, go to Disneyland, picnics, and other recreational activities, vacation trips, etc.

Display pictures on the bulletin board of various activities families do together.

Make scrapbooks of family activities.

Write sentences about each picture displayed, explaining the activity.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

3. Responsibilities of Family Members

Filmstrip and Record: Teenage Allowance gives some beginning principles of personal management of finances

Discuss: Celebrating holidays together, special family activities for holidays. Tie this in with each holiday unit.

Review responsibilities of parents.

Emphasize: Children's responsibilities, i.e. share household chores, managing allowances, care for clothing, responsibility to younger siblings, consideration for other family members' rights, respect property of other family members.

4. Social Relationships

Filmstrip and Record: Learning to Understand Your Parents attempts to see behind some of the demands and restrictions made on young teenagers can improve relationships with their parents.

Discuss: Behavior and manners in situations involving family social activities: visiting, recreational activities, eating out, behavior in public buildings, etc.

Living With Brothers and Sisters

Aims at improving day-to-day relationships with brother and sisters.

Role playing: Set up situations which call for a display of good manners.

Discuss other situations where good manners are advisable.

Filmstrip: Table Manners

Recognizes that table manners are not only for special occasions but for everyday.

At Home and In Public

Stresses consideration for others, whether they are members of the immediate family or strangers ... In home and in public, young people must behave in a grown-up fashion, respect the rights and privileges of others

CONTENT

C. HEALTH

1. Diet

RESOURCE MATERIAL

and live up to what is expected of them.

Resource person: school dietitian.

Filmstrips:

Guide to Breakfasts
shows three ways to cook egg and cheese dishes, muffins, bread and coffee cake.

Something You Didn't Eat
Color, 8 min.
Disney

Stresses the importance of vitamins to health. The seven essential vitamins, the foods that contain them and how to plan meals for well-balanced diets are discussed.

Food for Health

stresses an understanding of the following points:
What foods are good for us, why we must eat a balanced lunch, how to choose a balanced lunch and the importance of cleanliness around food.

Securing Your Food

shows variety of nutrients necessary for balanced diet. Develops understanding of food as energy, the role of vitamins. Shows food preservation and storage.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Bulletin Board: Four Basic Food Groups.
Use charts to illustrate or pictures cut from magazines' ads.

Many students make (or omit) their own breakfasts; pack their own lunches. Teach what is meant by "a balanced diet".

Class cooking experience: Plan and cook individual meals.

Study the school menu for ideas on 'balanced' meals.

LEVEL III

2. Cleanliness

Filmstrip:Avoiding Germs

Explains that although harmful germs exist all around, there are many ways in which their effects can be combated, also deals with the ways an individual can protect himself against germs.

Class Discussion: Expand list as per students' contributions to discussion.

Cleanliness standards for the family:

Individual towels and face cloths.

Individual tooth brushes.

Hamper or designated place for dirty clothes.

Dish towels for dishes; hand towels for hands.

Make-Up:

Use your own lipstick

Use your own eye make-up

Use your own sponges, powder puffs, etc.

Clean clothing is as important as a clean body.

Clean underwear daily. Some clothes can be washed; others must be dry-cleaned. (This can be expanded into a set of lessons; different fabrics require different care - types of soap, bleach, etc.)

Filmstrip:
The Little Pink Bottle
A simplified lesson in the principles of immunizations, especially as applied to the Salk vaccine.

Discuss the importance of immunizations as protection against disease.

Request school nurse or school doctor to present a lesson on immunizations.

What are the important "shots"?

Diphtheria, Tetanus, Smallpox, Polio, Measles, "Flu Shots"

Discuss the importance of keeping records for each family member, showing the type and dates of immunizations.

Demonstrate proper cleansing of simple abrasions, etc. Emphasize importance of cleansing first rather than application of merthiolate or the like. Not all sores require band-aids.

3. Immunizations

D. Safety

1. First Aid

LEVEL III

Post emergency phone numbers beside telephone:

Doctor, fire, police, "Grandma" or "close neighbor"

Poisons:

If a child swallows a poisonous substance, contact a doctor immediately. If no doctor is available, the child should be taken to an emergency hospital together with a sample of the poison he swallowed and its container.

Discuss behavior in an emergency situation:

1. Keep a cool head.
2. Call for help.

Possible situations:

Injury - give First Aid only if you know what to do.
Call for help if your're not sure.

Fire: If no adult is available to notify the Fire Department call the proper number (should be posted by telephone) or dial "0" for operator. Give:

1. explanation ("There is a fire")
2. address (most important) where the fire is.

If notifying fireman by means of an alarm box, stay there until they arrive.

Keep out of the way of engines and firemen when they arrive.

Fire to one's clothing.

(Discuss especially around Halloween re: costumes)

1. Stand still. Motion causes flame to spread.
2. Roll in a rug, blanket or turn water on person.

2. Emergency Situations

Filmstrip:
Home Safety
Common home safety problems.
Explains the importance of knowing how to telephone for the doctor, the police and fire departments.

Film:
Los Angeles Fire Department has a film and will give a demonstration of mouth-to-mouth resuscitation.

CONTENT

3. Prevention of
Accidents

RESOURCE MATERIAL

Filmstrip:

Dangerous Friends

Shows the danger found in the things children use or play with. Stresses the importance of being careful near fire, poison, etc.

Filmstrip:

Tiny, the Magic Ounce

Shows how to prevent accidents by following various safety rules. Brings out the value of the slogan -- "an ounce of prevention --"

Home Safety

Photographs describe the common safety problems found in the kitchen, the living room, the bathroom and on the stairs.

Preventing Accidents in the Home

includes labelling medicines, cleaning cuts and bruises and keeping poisons away from reach of children.

Safety at Christmas

Includes "how to overcome the fire hazards of the Christmas"

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Make charts for bulletin board - students may illustrate.

Guard against Fire:

1. Empty trash
2. Don't store oily rags.
3. Don't play with matches.
4. Be sure ash trays are cool before emptying.
5. Use cleaning fluids properly.
6. Use a screen on fireplace.
7. Don't use candles in a jack-o-lantern or on a Christmas tree
8. Don't play in the kitchen or near any fire.
9. Be careful near a hot iron.
10. Stay away from anyone carrying something hot.

Guard against Accidents:

1. Put toys away.
2. On stove, keep handles turned away from edge.
3. Store medicines out of reach of small children
4. Keep cleaners, medicines in properly labelled containers.

CONTENTRESOURCE MATERIAL

mas tree, how to use ladders safely, how to dispose of Christmas wrapping and how to enjoy Christmas toys with safety.

Safety at Home

Two children act out danger spots and how to avoid them, and demonstrate the safe way of doing things in the home.

Safety in the Home

Shows home safety measures such as repairs to fixtures, installation of lights, good housekeeping, etc.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IIIGuard Against Poisons:1. Know your Poisons

Make a chart, with pictures, if possible

POISONS & HARMFUL SUBSTANCESKitchen & LaundryDisinfectants

Detergents

Bleaches

Furniture polishes

Oven cleaners

Metal cleaners

Spot cleaners

caustics

Garage

Paint

Paint thinner

Paint Remover

Weed killers

Gasoline

Kerosene

Motor oil

Turpentine

Living Area

Lighter fluid

Plastic cement

Fireplace crystals

Bathroom

keep out of reach:

medicines - not poisons

aspirins

poisons - toilet cleaner

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

:LEVEL III

| | |
|------------------------|---------------------|
| <u>Bedroom</u> | <u>Garden</u> |
| Cold Wave preparations | Snail bait |
| Hair dyes & bleaches | slug killer |
| Nail polish & remover | Ant pastes & syrups |
| Perfumes | Insecticides |
| Astringents | Castor beans |
| | Jerusalem cherry |
| | Oleander |

POISONS -

Don't mix cleaners that have chlorine in them
LIKE CLEANSERS, CLOROX OR SIMILAR BLEACHES)

Don't mix chlorine bleach with:
toilet bowl cleaners, ammonia, lye, rust remover,
vinegar, oven cleaner.

Identify these substances by brand labels if necessary
to illustrate this point.

Many housewives are not aware of the danger involved in
mixing (i.e.) toilet bowl cleaner and chlorine-cleaners.

E. LEISURE TIME

Television Unit

This may be used as the basis of a language-experience
approach reading unit. Discussion is easy to motivate;
a large vocabulary list may be made including names of
parts of televisions, as well as TV workers, and
especially names of shows. Using this list as a base,
make up sentences for each word, then work sheets from
the sentences. (i.e. leaving blanks, multiple choice,
completion, and answers, etc.)

Also: A work sheet popular with students include
questions, such as: "What show is on Channel 9 at
6:30 p.m. on Tuesday?" or "When is
Batman on?"

TV Guide

The TV Guide may be used or if the vocabulary is above

LEVEL III

the majority of the class, the teacher may duplicate a simplified daily TV schedule.

Sample vocabulary list:

television, color TV, channel, knob, antenna, tube, turn-on, turn off, sound, record, director, TV stars, commercial, TV Guide, electricity, watch, speaker, picture tube, plug, actor, actress, news, news-caster, costume, videotape, cartoons.

Names of shows can go on ad infinitum.

Discuss:

Courtesy to members of the family when watching TV.

1. Let each member have a chance to see favorite shows.
2. Don't sit too close and block others' view.
3. Don't talk so loud others can't hear.

Continue list from students' contributions.

Magazine Unit

Surprisingly enough, EFR students are interested in magazines even though the vocabulary level is beyond them. In some, the interest appears to be in the photographs in others the content.

Vocabulary List from a "brainstorming" session:

magazines, reading, writing, writer, editor, learn, photographer, advertise, cut out, look at, learn, artist, comic book, Life, picture, McCall's, words, article, Boys' Life, movie magazine, Model Car, Reader's Digest

The family and magazines:

1. Care for magazines (don't cut out pictures until all others are through reading.)

CONTENT

F. VOCATIONS

RESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Write, illustrate and assemble a classroom magazine.

What jobs are available around homes that we can do?

Housekeeping, baby-sitting, gardening,
construction (limited).

Vocational opportunities may be discussed and pointed out as each topic is discussed in depth earlier in the Unit.

N E I G H B O R H O O D

Section III

Level III

LEVEL III

RESOURCE MATERIAL

CONTENT

III. NEIGHBORHOOD

A. NEIGHBORHOOD IDENTIFICATION

1. Physical Facilities and
2. Location and Type

City Maps
Residential Pictures
County Maps
State Maps

3. Services

Guest speakers from
Police Dept.
Fire Dept.
Sanitation Dept.
Local Governmental agencies

4. Neighborhoods of Many Kinds

B. PEOPLE

1. Inter-personal Relationships

2. Inter-family Relationships

Film: Parents are People Too
McGraw-Hill

3. People Work In The Neighborhood

Service People
Grocer
Gas Station
Meter Readers (gas, water, electric)
Newspapers (local)

Describe the land around us. (rocky, hills, flat, etc.)
Make a map of your neighborhood showing landmarks such as, schools, churches, major intersections.
Discuss how neighborhoods are developed.
Make poster (children bring in pictures) of dwellings similar to those in which your students live.
Compare distances to landmarks, consider direction (N, E, S, & W) to and from these landmarks.

Identify the duties and services provided in your neighborhood.
What new services might be needed as your neighborhood changes.

Make posters showing various types of neighborhoods (single dwelling - multiple dwelling - tenement - slums, etc.)

Discuss how does being a better neighbor help to have better neighbors.
Develop concepts for living a good neighbor.

List your responsibilities to the family unit.

- a) Make a chart showing the household duties of each child (graphical).
- b) What are some of the assigned duties?
- c) What are some of the understood duties?
- d) Develop a personnel duty chart.

Make displays to show the jobs of people that work in the neighborhood.
How do people get to and from their jobs - public, private car pool transportation.

CONTENT

RESOURCE MATERIAL

Communities at Work
Heath & Co.

Family Doctor
Trash Collection
(schedule)
Sanitation Engineer

Film:
How To Catch A Cold

A Formula for Child
Safety
Metropolitan Life Insur-
ance Co.

Safety Talks By:
Law Enforcement Officers
Fire Department

Fire Safety Education
Los Angeles County Board
of Education

C. HEALTH

1. Services

2. Personal
Responsibilities

D. SAFETY

1. Personal Safety

2. Safety for Others

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Do you have a doctor that attends you regularly? Dentist?

Make seasonal graph to show seasons that colds appear.
Conditions, frequency.

Make chart to show how colds are transmitted. How pre-
vented.

Who is responsible for the cleanliness of your living
area?

- a) What can you do to help?
- b) Why should weeds be kept cut?
- c) Why should pools of stagnant water be drained or
sprayed.

Collect pictures showing prevention of the spread of
infection.

Make list (chart) of common communicable diseases

Make charts or posters of common protective gear used in
various activities (why important).

Why must some workers use "Hard Hats" - "Safety Shoes" -
"Glasses".

Select vocabulary.

Build Picture File.

Make safety signs, industrial - common - auto.

Appraise play areas in the different neighborhoods.

CONTENT

RESOURCE MATERIAL

Caution: Babies Learning
Metropolitan Life Insurance
Co.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Fire and poison safety charts.

Discuss why good air, water is important, adequate food, shelter, clothing.

S C H O O L

Section IV

Level III

CONTENTIV. SCHOOLA. IDENTIFICATION1. Physicala. Entire School

Post a large teacher-made map of the school. Obtain pictures of the various teachers and school personnel and glue them in the appropriate spaces representing their rooms or offices. Label rooms on map with numbers and teachers' names. Label also offices, rest rooms, bus zone, etc.

Worksheet: Ditto school map for individual students. Put in room numbers but leave teachers' names blank for student to fill in.

Worksheets: Questions1. What teacher is in room 55?

(It is particularly important to learn the names of teachers who are on duty at recess, lunch, etc.)

2. What room is Mrs _____ in?3. What room is speech class in?4. Where do we each lunch?

(pertinent questions)

b. School Grounds Area

Take a walk around the school. Determine: restricted areas (out of bounds), areas for special use, i.e. on elementary campus, division between primary and upper grade areas; basketball, volleyball, baseball, etc. areas.

Specific place for class to meet or line up on signal.

Location of principal's office, nurse, cafeteria, custodian's office, gym, bathrooms, bike racks, bus stop, etc.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

CONTENT

c. Our Classroom

RESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Seating arrangements: determine desk area to be the personal responsibility of each child.

Specify the particular space where each item in the classroom belongs.

Activity: Cover a cigar box with a wallpaper sample; one for each student to keep in his desk to contain small belongings.

Identify items and areas of which student has:

1. unlimited use; 2. restricted use; 3. "hands off".

Assign or elect monitors for various classroom chores; i.e. dusting, cleaning chalkboard, sweeping floor, caring for P.E. equipment, host and/or hostess to answer door and telephone, etc. Emphasize students contribution to and resulting pride in keeping physical facility clean and orderly.

Identify types of schools: 1. elementary, 2. Intermediate/junior high, 3. Senior High, 4. Junior College, 5. College or University. but emphasize the type of school in which this class is housed.

Learn to write: name and address of school.

Determine location of school on a City map.

Identify: major cross streets significant landmarks.

Hold a "brainstorming" session with students. Topic: "In what ways does the school serve you?"

The school provides: 1. Teachers, 2. Books, 3. Writing materials, 4. Classroom facility, 5. Audio-visual equipment, 6. Special teachers, 7. Health services, 8. Custodial services, 9. Food services.

Discuss the student's responsibility in relation to each of these.

City Map
Request copies for each student from Chamber of Commerce

2. Location and Type

3. Services
(to the student)

4. Schools of Many Kinds

B. PEOPLE

1. Identification of School Personnel and Roles

The School Personnel

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

The study of the district's food services department can be an interesting unit. For a younger class focus can be on the foods prepared and the workers involved; for an older class focus can be primarily on the workers with a vocational orientation to the unit.

Bulletin Board: Post menu and surround it with labelled pictures of food items on the menu (can be found in magazines).

Study Trip: To Central Kitchen facility

Class discussion: Orientation to junior high or intermediate school. Similarities to Elementary School. Differences to Elementary School. (i.e. departmentalized - attend classes in several rooms rather than just one).

Discuss other types of schools in comparison.

Take walking trip around school. Introduce the students to the school and its personnel.

Principal, vice-principal, nurse, clerks, secretaries, librarian, counselors, cafeteria workers, custodian, maintenance people, special teachers: P.E. directors, speech correctionists, music, language.

Each of the above could explain briefly their respective duties.

Follow up discussion. Why are each important to us - the school.

Refer to map of school with teachers' and other personnel's photos.

CONTENT

2. Student-Adult Relationships

RESOURCE MATERIAL

Book:

What Do You Say, Dear?
Sendak

C. HEALTH

1. Services

Filmstrip:

Keeping Ourselves Healthy

(How the school protects each child's health is shown ... also considers the people who help us keep healthy.)

School Nurse

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Question and answer work sheet:

1. What is the principal's name?
2. What is the vice-principal's name?
3. What is the secretary's name?
4. What is the girls' counselor's name?
5. What is the boys' counselor's name?
6. What is the nurse's name?

and similar pertinent questions.

Establish procedures - develop class rules.

Student involvement or participation.

Develop work - study plans with students.

Develop appreciation of relationships between self and those with whom we work.

Role playing: Student-teacher, student-student, teacher - parent, teacher-principal, student-principal.

Class project - write "A Book about Manners"

1. Discuss importance and advantages of good manners.
2. Write a set of standards.
3. Illustrate

Samples of students' ideas:

Be friendly to other people.

Be polite when people give you something.

Carry books and trays for teachers.

Open the door for people.

Visit nurses office - see facility. Ask Nurse to lecture to group.

Discuss nurse's services: First aid, vision, hearing, screening. Referrals to welfare agencies.

Make posters showing good health practice.

School Doctor

Filmstrip:

Strange Health Machine

(shows why pupils should not be afraid of a health examination, or of physicians, nurses, or dentists. Acquaints the pupil with some of the health terms commonly used.

Health Posters

2. Responsibility to Peers

Book:

Your Health and You

California State Series Gr. 5

Gr. 5

Discussion and charts:

Prevention of spreading disease.

Discuss "How"

1. Stay home when ill.
2. Use handkerchief.
3. Cleanliness.
4. Immunizations.

Class discuss likes and dislikes of health and hygiene. Develop an awareness that others noticed one's carelessness in health habits and this influences their judgment of a person. Topic of discussion "What do you like to see? vs. What 'bugs' you?" (about people's appearances, specifically regarding hygiene).

3. School Regulations

Standard procedures for use of Nurse facility.

Dress regulations.

Duplicate for group reading -

1. School rules and regulations.
2. Dress regulations.

Post a chart of these rules - in simplified vocabulary.

Include: school regulations regarding return to school after any communicable disease (i.e. clearance from Health Department or private physician for return to

CONTENTRESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

school after impetigo, lice, ringworm).

Again stress responsibility to peers for prevention of spread of disease.

D. SAFETY**1. Personal Safety****Films**

I'M No Fool on the Play-Ground

Safe Living at School
Craig

Dangerous Stranger
Sid Dana

Phamplet
Los Angeles County
"For Your Protection -
Ten Rules of Safety for
All Children"
Oeter H, Outchess, Sheriff

Request individual copies
for students

Filmstrip:
Safety in Shops and
Gymnasiums

Illustrates the importance
of keeping gyms and shops clean
clean and how to use equipment
and tools skillfully.

Film from Auto Club of So. Calif.
2601 S. Figueroa, L.A. 90054
The School Safety Committee
14 min, B&W, elementary level
Teaching sequences include
proper demeanor during the

Establish safety standards. Student contributions.
Why are these important for you.

Make posters (students) depicting good and bad safety
practices at school.

Discuss and make a list of important safety vocabulary
Danger, crosswalk, school crossing, wait, stop, caution,
fasten seat belt, fire, exit, emergency.

After discussion to clarify each word, in turn, make
up a sentence using each word. (A class activity
rather than individual.)

LEVEL III

FLAC raising ceremony, at the drinking fountain, in the halls, with bicycles on the school grounds, in the school bus and on the playground.

If school has a safety patrol, request that some

If school has a safety patrol, request that some capable EMR students be included, assigned to tasks of minor responsibility.

a. Bicycle Safety

Films from
Auto Club of So. Calif.
Public Safety Dept.
2601 S. Figueroa, L.A. 90054

Bicycle Safety
11 min B&W

(points out importance of keeping a bike in good mechanical order.- Also emphasizes safety features)

Drive Your Bike
B&W 10 Min

The Sullivan Co.
(Compares driving a bicycle to driving an auto)

On Two Wheels
General Motors Corp.
B&W 10 Min.

Film opens in juvenile traffic court. Three offenders are sentenced by Judge of their own age for three outstanding safety violations.

Your and Your Bicycle
Progressive Pictures, Inc.
11 min B&W

An educational film to teach students correct riding habits.

Bulletin Board: Display posters emphasizing basic rules of bicycle safety.

Class Discussion: List important terms to know regarding bicycles. Sample word lists:

Bicycle, seat, tire, wheel, chain, handlebars, reflectors, violation, safety, brakes, chainguard, spoke, rear view mirror, ride, speed, coast, stop, drive, turn, speedometer, light, signal, lock, license, traffic laws, vehicle.

Make up a sentence about each word (approximately 4 or 5 a day) After discussion clarify any concepts involved.

Teacher can make up a ditto book about bicycle safety, using the students sentences as the basis. Leave a square at the top half of the page for students to draw pictures relating to the story.

Make a chart for the bulletin board, squared off, with one vocabulary word in each square. Paste or glue on pictures from magazines or catalogs. Or students could draw pictures of the corresponding words.

Dittoed work sheets: Matching - list of vocabulary words; drawings illustrating words.

Fill in blanks: Make up work sheets using the students' sentences - leave blank for the vocabulary word.

Questions and Answer: Questions about bicycles and bicycle safety. Again - use students' sentences.

RESOURCE MATERIAL

Films - Auto Club - Cont'd.

I'm No Fool With A Bicycle

Walt Disney Studios

8 min color

(Jimmy Cricket demonstrates safe bicycle conduct compared to unsafe practices.

Once Upon A Bicycle

Sid Davis Productions

11 min B&W

In the film, the bicycle rider is likened to the pilot of a helicopter, the driver of an automobile, and the motorcycle rider in as much as, like they, he has the responsibility of making sure that his vehicle always is in perfect mechanical condition ... and of knowing the traffic laws and regulations by which he must drive, before he rides on the streets in traffic.

Filmstrips:

Bicycle Safety

Discusses safety features on bicycles themselves, and shows how safety rules for automobile drivers also apply to bicycle riders.

I'm No Fool With a Bicycle

Begins by sketching a brief history of the bicycle. Makes the point that today's bicycle is about as safe as it can be built and that bicycle safety depends mostly on YOU.

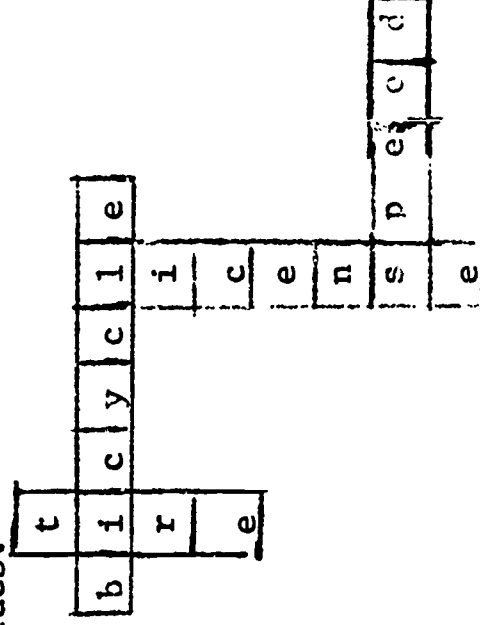
SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Dittoed Work sheets: Multiple choice:

Ask question or leave blank to fill in with choice of answer. Again - Use students' sentences.

Crossword puzzle:

Teacher make a simplified puzzle using terms from vocabulary list. Use students sentences with blanks as clues.



Dictionary: look up vocabulary words in a simplified dictionary.

Safety On the Bicycle
Photographs present basic safety rules for boys and girls who ride bicycles.

Record:

Safety On a Bicycle
Presented in the interest of student safety by General Telephone. Introduction by Art Linkletter.

b. Pedestrian
Safety

Filmstrip:

I'm No Fool As A Pedestrian
(Primary - elem. level)

Safety Coming to School And In School (Elem. - Jr. Hi.)
Shows the need for cooperation with traffic officers, and school safety patrols.

Auto Club Film:

The Safest Way
B&W 19 min.

Depicts the step-by-step activities of a group of fourth graders who show how they worked out each child's safest way to school.

Dick Wakes Up
14 min B&W

(Elem - Jr. Hi. Level)
Stresses the idea that safe walking and playing habits are not just "kidstuff".

LEVEL III

Request school crossing guard to talk to class.

Following the showing of this film, the activities could be* re-enacted by the class.
(*If the students live within a small enough area to be included on a map.)

CONTENTRESOURCE MATERIAL

The Case of Tommy Tucker
B&W 22 Min.

Elem - Jr. Hi level

Demonstrates the need for safe driving by presenting the experiences of one boy who, by example and initiative, establishes a successful safety program for his community.

The Talking Car

15 Min B&W

4th, 5th, 6th Gr. Level

A film partially animated, emphasizes the need for children to follow safe walking rules.

I'm No Fool As A Pedestrian

8 Min, color

Jiminy Cricket is teacher in this film on pedestrian safety.

Filmstrip:

School Bus Safety

Photographs point out school bus safety rules and principles.

Safety on the School Bus

11 Min B&W Elem & Jr. Hi.

Designed to promote greater safety on the part of those who ride the school bus. Demonstrates safe practices for all riders, both on and off the bus.

c. Bus Safety

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Discuss pedestrians, especially carelessness - jaywalking, darting into traffic, lack of courtesy to drivers, walking on wrong side of road without sidewalks.

Make a list of pedestrian safety and courtesy rules.

Teacher check with transportation department for list of the particular school district's rules of conduct for bus riders.

Bulletin Board: Posters of basic bus safety rules.

First Day of School: re-emphasize standards of bus conduct before dismissal. Riding the bus is a privilege.

(If pertinent -) Emphasize: Use of seat belts.

2. Safety for Others

a. General Safety

There are many of the I'M No Fool films pertaining to safety.

Filmstrip:

Safe Play On School Grounds
Elem - Jr. Hi)

Dramatizes the danger of playing on the street.

Shows the value of playing carefully near playground equipment. Explains how to avoid accidents while playing baseball, etc.

Safety At School

Designed for use early in the school year to help impress children with the need for safety... Points stressed include: safe ways to walk in the corridors and on stairs, avoiding opening doors, how to act during a fire drill, and safe use of tools.

b. Fire Drills

Filmstrip:

Fire Prevention At Home and At School

Acquaints Elem.-Jr. Hi. students with the rules of fire prevention. Shows such things as false alarms and their disastrous results, and location of fire alarm boxes.

RESOURCE MATERIAL

LEVEL III

Make master chart of established safety rules for us and others. These should include:

1. Hall conduct
2. Dress (shoes)
3. Playground areas
4. Equipment
5. Supervision
6. Fire drill procedure

Review fire drill procedure and standards periodically, at least monthly.

Practice fire drill before regular drill.

RESOURCE MATERIAL

CONTENT

E. LEISURE TIME

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Activities for use when assignments are completed:

Educational games (commercial or teacher-made)

Bingo, Word Bingo (Teacher-made using basic sight vocabulary)

Checkers, Recreational Reading: Remedial books, "I Can Read" series, "Little Owl" series.

Art - water colors, etc.

Set rules for use - after assignments are completed.

School Personnel

F. VOCATIONS

Arrange with custodian - maintenance men, gardeners, delivery men - clerical workers. Audio visual people (i.e. to discuss their jobs) 1. Qualifications, 2. Responsibilities, 3. Work day, 4. Benefits.

Discuss how a helper or assistant could be used with each of the above mentioned personnel.

C O M M U N I T Y

Section V

Level III

CONTENT

V. COMMUNITY

A. LOCAL COMMUNITY IDENTIFICATION

1. Geography

RESOURCE MATERIAL

Films:

Let's Make a Map

Helps us learn how the

physical world is represented on a map. Buildings on a street are related to cardboard models of the buildings. Comparative size and distance are illustrated.

Refer to local Map

Filmstrip:

This is Our Town

The features of a typical town - residential area, the shopping center, the school, the hospital, the public utilities, the manufacturing plants, the dairy industry and marketing centers.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Make a "map" on a table of the school and local community. Make houses, stores, business offices, etc. out of small cardboard boxes. Use strips of cloth or paper for roads, streets and freeways.

Identify local geographical landmarks:

streets, roads, freeways, hills, mountains, valley streams, rivers, ocean, flood control channels, barrancas, orchards, orange groves.

Identify important community buildings:

Elementary school, junior high school, high school, fire department, police department, city hall, library, shopping centers, parks.

Make a large pictorial map of the surrounding community (size of the bulleting board)

On the wall map label:

Our school, neighborhood schools, important community buildings, important local industries, local geographical landmarks.

Label map N,S,E,W.

Identify in relation to surroundings. (Label room N,S,E,W)

Worksheets: Question and answer (using map)

1. What street is north of our school?

2. Is the sheriff department east or west of school?

etc., emphasizing N,S,E,W directions.

RESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Question and answer (using map)

1. What two streets are by the fire department?
2. What school is by (i.e. Imperial and Santa Gertrudes?)
3. What street is Newberry's on?
4. What big street is south of your house?
5. What is near (i.e. Firestone and Pioneer?)

Several worksheets can be made up asking questions of this type.

Give the students paper and pencil and tell them to write write down the names of the streets they walk along to home or that the bus drives along. Find these on the map. (wall map)

Make a list of the major streets in your area. Include these in your vocabulary list for study of the community.

Read to class, from available sources, the history of the local community.

Have the class write "A History of _____" as a group activity. Use the students' ideas to compile a booklet and duplicate for the individuals.

Chamber of Commerce

City Historical Society

Local Newspaper

Parks & Recreation Dept.
may have charge of important local historical facilities.

Inquire about study trips to any of interest.

2. History

3. Institutions

a. Schools

Review study of school, but expand study to recognize:

1. That the school is only one of many in a district.
(Identify other schools in the area related to this school, elem, junior high or high schools) and

2.

LEVEL III

2. The school district serves the community.

- a. Preparation of future citizens.
- b. Jobs for local citizens.
- c. Part of local economy (obtain and cite figures for purchase of paper, food supplies, building materials, etc.)
- d. Provides facilities for group assemblies (Boy Scouts, Girl Scouts, PTA, YMCA groups)
- e. School playgrounds are used as recreational areas.

b. Hospitals

Hospitals serve the community, caring for the sick and giving emergency care to the injured.

(Many EMR students have more than a casual knowledge of hospitals. Many have been involved in accidents or have other handicaps or problems which required hospitalization at one time or another).

Vocabulary list:

Hospital, emergency, ambulance, doctor, nurse, specialist, surgery, pill, shot, medicine, bandage, crutch, operation, germs, x-ray, first aid, waiting room, wheel chair, asthma, oxygen, thermometer, blood test.

Make up a sentence for each word after discussion and definition or clarification of terms. Make up worksheets using these sentences. (Leave blanks, question and answer, multiple choice, crossword puzzles, etc.)

c. Bank

Identify banking services: savings accounts, checking accounts, loan department, safe deposit box.

Make a list of important vocabulary words. (Solicit words from students)

Sample list: Bank, money, currency, check, coins, account teller, manager, thousand, dollar, nickel, dime, quarter, safe, checkbook, balance, amount, decimal, armored truck, silver, savings, withdraw, deposit, borrow, loan, cash, change.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Class make up sentences about each word after discussion and clarification.

Teacher make up worksheets using these sentences.

Obtain sample forms from local bank or duplicate similar ones. Learn to fill in deposit or withdrawal slips, checks, checkbook, etc.

Review prior year's study of fire department. If sufficient interest, develop a more-detailed unit of study.

Vocabulary list: (draw from class discussion)

Fire station, department, engine company, hook and ladder, fireman, captain, truck, siren, resuscitator, air mask, hydrant, alarm, hose, extinguisher, ax, flammable, asbestos, fire escape, helmet.

Make up sentences about each word after class discussion.

Teacher make up accompanying worksheets (blanks, question and answer, multiple choice).

Learn the correct local fire department phone number.

1. Fire Department

Visit local fire station

Ask firemen to show different types of uniforms:

1. Dress
2. Work
3. Fire Fighting suit

with special attention to utility of #3.

Walking trip:

Locate hydrants in local area.

Filmstrips:

The Fire Department

Shows the part the fire department plays in community life, showing the action from the alarm to the extinguishing of the fire.

The Fireman

Presents a comprehensive review of the typical duties performed by firemen.

Our Fire Department

Photographs show the duties and training of a fireman.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

e. Sheriff Department

Arrange for a tour of local police department or sheriff department
or
Request an officer to visit the class.

Filmstrip:

The Policeman
Explains various police duties and follows one policeman through his day.

Our Police Department

Describes the duties and training of a policeman.

f. The Local Post Office

Study trip to post office to learn:

1. How a letter is processed.
2. Different jobs of post office workers.
3. Interior of post office.

Book:

The True Book of Our Post Office and Its Helpers
Miner, O. Irene Sevre
Children's Press 1955

Filmstrip:

The Postman
Depicts the activities of the men who handle mail and describes both city and rural delivery.

Make a vocabulary list of important words about the police department. Draw from class discussion.

Police, sheriff, deputy, patrolman, squad car, siren, money order, ticket, violation, detective, traffic, motorcycle, radio, badge, finger print, revolver, helmet.

Make up sentences about each word after class discussion.

Teacher make up work sheets from students' sentences.

Using sentences and class discussion as the basis, write "A Book About the Police". Include a section on the policeman, deputy and his duties as he serves the community.

Locate the local post office on the map the class made.

Make a list of important vocabulary terms:

Post office, mailman, airmail, parcel post, special delivery, C.O.D., postal clerk, carrier, envelope, letter, mail truck, stamp, postmark, address, zip code, postmaster, out-of-town, local, mailbox, registered, insured, postcard.

Important Concepts:

1. Only a mailman may remove mail from a deposit box.
2. Only occupants of a home may remove mail from their mailbox.

Learn to address a letter properly.

Learn to read schedule on mailbox telling times mail is picked up.

LEVEL III

Filmstrip:
Our Post Office
 Describes the duties of postal postal workers. Traces the steps in the handling of a package and a letter from posting to delivery.

Post Office Department
 Shows how the Post Office sees that mail is delivered efficiently from sender to receiver. Also explains the various classifications of mail and the special services of the department.

Post Office Department
 Deals with the growth of the Post Office Department since 1789 and describes how mail is delivered.

E. Newspapers

Local newspaper

Study trip to local newspaper office.

Filmstrips:
Covering the News
 Explains how newspapers get the news. Follows the coverage of a single story from the reporter's assignment to complete story.

How Messages are Carried
 Shows various ways messages are carried, including newspaper.

After study trip, discuss which windows sold stamps only, C.O.D., parcels, etc. Discuss which window one should go to for a particular item.

Learn procedure for mailing packages.

1. Size regulations.
2. Proper wrapping and tying.
3. Proper labelling.
4. Weighing the parcel.
5. Buying insurance.

Learn steps in writing a letter.

1. Write letter.
2. Fold and fit in envelope.
3. Seal envelope.
4. Address plainly, use zip code.
5. Put return address in upper left corner.
6. Put stamp in upper right corner.
7. Place letter in mailbox.

How does our local newspaper serve the community?

Local news, civic, social, sports.
 Shopping advertisements.
 Want-ads, lost and found

Write a class newspaper.

Learn how a newspaper works the procedures involved in assembling news and advertising for a paper and also learn about the people who work on a newspaper.

Vocabulary list:

Newspaper, story, office, reporter, editor, photographer printer, proofread, teletype, wirephoto.

b. Public Works
Department

(1) Sanitation

Mail Goes Through
Traces the development of the mail as a form of communication.

Photographing the News
Shows the variety of assignments covered by the photographer; shows the progress of his pictures through the laboratory and the photo engraving.

Printing the News
Shows the printing steps.

Filmstrip:
The Sanitation Department Crew
Tells how trash and garbage should be prepared by each family for maximum sanitation; shows the special truck used to pick up waste materials. How waste material is taken to a sanitary land fill where it is buried under earth by large bulldozing tractors.

Community Helpers - The Sanitation Department
Color 11 Min.
Our communities are a clean & healthy place in which to live because everyone works to keep them that way. Trained workers who use special machines help us keep the streets, parks, schools and our public buildings clean and attractive.

My Father is a Garbage Man
The job of garbage man is treated with simplicity and dignity. Analogy drawn between the orderly and tidy maintenance of the family home and the performance of similar functions for the whole town.

(2) Health Department

Community Helpers for Health
Gives some concept of the health activities of community organizations such as Community Chest, Public Health Nurse, Infantile Paralysis Foundation, and the government services - Federal and local, and the American Red Cross.

Community Keeps Healthy

color 11 min.
Community health department inspectors visit dairies to test milk and visit produce markets to examine food. City workers clean our streets, water department workers keep our drinking water pure.

Health - You and Your Helpers
The Health Department is shown making sure that community facilities help us well. Some areas covered include the processing of foods, checking cleanliness of bakeries and dairies, and the work in community clinics.

Our Health Department
Shows the services of the city health department and duties of

Unit: Community Health.

Important Agencies which serve to protect the community's health and safety:

1. Sanitation Department
2. Health Department
3. Street Maintenance

Class discussion after viewing films;

1. List important services of these agencies and
2. List different types of workers.

Develop vocabulary list; then sentences about each word. Teacher can make up worksheets from these.

Emphasize: Health Department Services

1. Immunizations
2. Report dog bites

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

health commissioner, public health nurse, food inspectors and other health department workers.

Maintaining Community Health

Drawings explain how government and private agencies work to safeguard water supplies, supervise disposal sewage, safeguard foods, control and prevent disease, support school health programs and promote industrial hygiene.

(3) Street Maintenance Crew

The Street Maintenance Crew

The foreman tells two boys how streets are repaired, describes the general duties of the street maintenance department. Sweep the streets, clean storm drains, remove fallen limbs, clean snow from streets, mark lanes for safe driving and walking, etc.

i. Library

Filmstrips:

The Librarian

The librarian helps a boy to use the card catalog to find a book about dogs. Shows the librarian issuing library cards, checking, shelving and repairing books, and telling stories. Includes scenes of a bookmobile in use.

The Librarian

Concerns the visits to a large public library by two girls. on a tour of the building, explaining the duties and services of library personnel.

Study trip to local library

Request librarian to speak to class about procedures for obtaining a library card and regulations for use of library.

CONTENT

RESOURCE MATERIAL

4. Industry

a. Restaurants and Cafeterias

Filmstrip:
Dining Out
Emphasizes the extra know-how required for dining out. Having dinner in the homes of friends and in public places subjects a person to more or less unfamiliar situations wherein he must be alert, be able to adjust to the demands of the place, time and occasion, and be in control of the situation at all times.

Table Manners

Recognizes that table manners are not for special occasions only, but are for every day.

b. Stores -
Local Shopping Center

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Identify industries found in your locality: Select for detailed study the ones that would have job possibilities for special education students

Class discussion: How do restaurants serve the community? What jobs are available in a restaurant? What is suitable behavior in a restaurant? How do you read a menu?

Vocabulary list:

Breakfast, dessert, price, check, tax, entree, vegetable, a la carte, restaurant, cafeteria, cook, menu, plate, dishes, silverware, napkin, place mat, salad, beverage, lunch, dinner, workers, boss, waitress, waiter, dishwasher, hostess, busboy, janitor, salad maker, counterman.

Make up corresponding sentences and worksheets from a list such as this, prepared by your students.

Obtain samples of menus from restaurants. Learn to find beverages, salads and other categories. Learn to read prices.

Duplicate a typical restaurant check. Practice filling in names of items, orders, also prices (also totaling prices and adding tax from a tax table).

Class Discussion:

1. Services of stores.
2. Job possibilities in local stores.
3. Respect for property and rights of others.
4. Conduct in stores.

Vocabulary list:

(focus on your local shopping center - develop a similar list, drawing suggestions from your students)

Shopping center, department store, toy store, Newberry's barber shop, grocery store, Ohrbach's, shoe store,

LEVEL III

Unimart, candy store, bakery, drug store, furniture store, pet shop, florist, bike shop, automobile dealer, camera store, cleaners, market, laundromat, clothing store, nursery, lumber yard, hardware store, liquor store, turnstile, appliance store, workers, cashier, saleslady, manager, customer, parking lot, basket, cart (shopping), discount, sale, price, layaway, charge, cash, gift wrap.

Class discussion:

Clarify and define the terms your students choose for the vocabulary list. As a class, make up 4 or 5 sentences a day, using these words.

Teacher make up corresponding work sheets. (Ex: Sentences with blanks to be filled in; incomplete sentences with multiple choice answers; questions and answers based on these sentences, crossword puzzles using these sentences as word clues.)
Also: Matching

Column 1

Column 2

Types of Stores

Merchandise

Toy store
Bike shop
Shoe store
Market
etc.

Sting ray
Slippers
Meat
Game
etc.

Repeat question, changing item each time

Same type of worksheet - Questions

"In what kind of store would you buy a dress?"

Landscaping services are a potential job area for special education students. Many students have some acquaintance with the necessary skills because they have chores of this type as their home responsibility.

c. Landscaping
Services

CONTENTRESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Take the class on a walk through the neighborhood. Stop to observe closely several different yards; on return to class discuss what the differences are between neat and careless looking yards.

Make a vocabulary list of related terms. Sample list:

Landscaping, tree, grass, lawn, shrub, bush, trim, seed, weed, lawnmower, edger, rake, broom, shovel, clippers.

Make up sentences for each word (4-5 a day) then work sheets from these sentences.

Study of the market at this level should focus on the types of work involved in the operation of a market.

Sample vocabulary list:

Market, retail, wholesale, clerk, stock boy, manager, cashier, butcher, baker, delivery men, salesmen, shopping cart, turnstile, automatic door, produce department.

(Vocabulary lists will vary according to the age and background of students. It is important to use the vocabulary with which the class has some acquaintance.)

Develop understanding of terms by class discussion, making up a sentence for each word.

Learn to read the schedule; then determine which activities are of interest to individuals of the group. Emphasize: time schedule for supervised play at parks and/or schools nearby students' homes.

Locate neighborhood recreation facilities on the local map.

d. Markets

Study Trip: Local Market

Film:

Wholesale Produce Market,

Part I

COLOR 19 min.

Shows the relationship between the retail market, wholesale produce market, farm and the harbor.

5. Recreational Facilities

A. Local Parks and School Play grounds

Obtain copies of the seasonal schedule from the local park district.

Class-made wall map.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Filmstrip:

Respect for Property
There are many kinds of property, and each person has a right to own without fear of theft or damage. Specific examples bring these precepts within range of daily experience.

Discuss standards of behavior and conduct; respect for property.

Places We All Own

Explains how combined taxes provide schools, parks, streets, etc. Stresses respect and good care of public property.

b. Local Theatres and other Places of Recreation

Filmstrip:

Manners at the Movies
Presents with cartoons good manners at the movies from arrival to departure.

Class discussion topic: "Places to Go For Fun"

Sample List: Beach, drive-in, walk-in, dancing lesson, visiting, Little League, roller rink, bowling, camping, fishing, park, Scouts, Clubs.

Boy Scouts and Other Groups
Shows how the various activities and training in Boy Scouts aid the formation of good character & makes for better citizens.

Discuss and list the various places in the local area that are available for recreational purposes. Also include mention of places that are not for recreation (i.e. shopping centers). Discuss behavior and manners; respect for property and rights of others.

Enjoying Today

Explains to children the pleasure that results from daily participation in group activities. Explains that day dreaming is a waste of time.

Class write and illustrate a book about "Things to do and Places to Go for Fun in Our City". Duplicate copies for all.

CONTENT

B. PEOPLE

1. Likenesses and Differences

2. Social Relationships

RESOURCE MATERIALFilmstrip:

The biographies of great men demonstrate that despite great differences in background, nationality, and religion, each made a significant contribution. In a school setting the students are shown examples of helping a very poor girl, a shy and sickly boy, foreign students, a cripple, and even the school "dumbbell".

Filmstrips:In Public Buildings

Bob is careful not to disturb others when he goes to the movies, the museum, and the library. Points out that the librarian and museum guard are glad to have Bob visit, because he respects the property of others.

Consideration for Others

To help students understand and develop moral and ethical values. To offer some suggestions on ways of showing consideration for others; by not disturbing others; by lending a helping hand; by helping others feel comfortable and happy; by being fair in thoughts and treatment of others.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Refer to Topic I, "Self", pages 111-112. Review class discussion of likenesses and differences.

Use these filmstrips as bases for class discussions. Emphasize desirable traits and attitudes. Discuss situations in which class members could make use of what they learned from these filmstrips.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Filmstrips:

Alan Mends His Manners
(Courtesy)

Boy is thoughtless, rude, selfish until he overhears comments about himself. Discussion, activity material.

Jack Joins the Team (Loyalty)
Jack learns something about loyalty.

Janet Finds a Friend
(Friendliness)

Girl thinks her new neighbor is snobbish, learns that neighbor feels same way about her. They become friends.

Larry Learns Respect
(for Property)

We know we must respect other people and their property. This is a story about Larry and what he learned about this problem.

Paul Tries A Smile (Cheerfulness)

It is easy to be pleasant when we feel like it, but hard when we do not. In this story Paul finds out how his mood affects others.

C. THE CITY AND COUNTY

1. Geography

Local map
County map
State map

Define City and County.

(Typical student definition - "A city is a big town where people have built many buildings.
A County is made up of many cities, towns and farms.")

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

(Also differentiate between county and country)

Filmstrip:

Why and How Cities Grow

Names and illustrates a number of reasons why cities happen to be located at certain points, near transportation, near raw materials, good climate, etc. Other factors in city development & emphasizes such as good roads, careful planning, good churches, business, etc.

If school is in a small city, have the students make map of the city.

On commercial map, locate: 1. our city; 2. our county; 3. important rivers; 4. ocean, mountains; 5. important freeways; 6. important highways; 7. city hall; 8. other neighboring cities that students are familiar with (i.e. Anaheim - Disneyland, etc.)

- 2. History
- 2. History

Chamber of Commerce
City Historical Society

Local newspapers
Local library

Visit local places of historical interest (missions, museums, etc.)

Try to determine:

- 1. Who founded our city?
- 2. Why was this site chosen?
- 3. Where was the original town located?
- 4. What people were important in the early years of our city?
- 5. How was our city planned?
- 6. What industries were started here at first?

Write "A Peck About Our City" as a class project. Duplicate copies.

What are the important industries in our city?

Select for detailed study the ones of greatest interest and with greatest potential for job opportunities for special education students.

General topic for unit: Industries in Our City

Manufacturing: automobiles, aircraft, clothing.

Tuna fishing, Restaurants and Cafeterias, Stores (department, clothing, toy), Television, Dairy farms, farms, services and utilities, etc.

- 3. Industry

Filmstrip:

City Helpers

Depicts some of the helpers in a local community, including the paper boy, meter readers, playground leader, garbage collectors, street workers, service station operator, barber, plumber, veterinarian and telephone repair crew.

Factory Workers
Shows many workers helping to make a boy's suit in a large factory, as typical of how people earn a living and how clothes are made.

Office Workers
Shows Ed visiting his father's office, from which stores buy Christmas decorations to sell, and the activities of men and women who work there.

Preparation of the Live Television Show
Shows various stages: writing, directing, rehearsal, makeup, costuming and final production.

Business in the City - Here is the City
Shows people and facilities contributing to the comfort of American community life.

The Service Station Attendant
A typical day in the life of the service station attendant is shown as he services cars, fill them with gasoline, changes oil, lubricates, repairs tires, makes services calls for motorists in trouble.

Filmstrip:
Having Fun in the City
A visit to parks, recreational facilities, and places of amusement in and near New York City.

Unit: "Places to Go for Fun" Have the students list places in the city and counties nearby.

Sample list: Disneyland, Knott's Berry Farm, Marineland Santa's Village, Alligator Farm, Wax Museum, Pomona Fair Sea World, San Diego Zoo, Pacific Ocean Park, Catalina,

4. Cultural and Recreational Facilities

CONTENTRESOURCE MATERIALTrip to the Mountains

A trip to Bear Mountain State Park and other mountain areas in New York State.

The City Playground

Shows how city children use the playground where they can can play safely.

The Lake in the Park

This is a story about the function of a city part, and how different people use the park for rowing, fishing, and sailing toy sailboats.

Our Parks and Playgrounds

Emphasizes the importance of city parks and playgrounds as areas for playing and making friends. Shows many recreation facilities which are available in a city park and explains that municipal parks are owned by the taxpayers.

5. Government

Filmstrips:Local Government

Drawings explain the organization and functions of a local government.

Municipal Government

Drawings describe the functions of the executive, legislative and judicial departments of municipal governments. Explains that many services

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Salton Sea, baseball games, beach, parks, theatres, - (drive-in, walk-in), desert, camping, fishing, swimming, - (municipal pool).

Make a chart of these words, using either children's drawings, photographs or postcards to illustrate each word.

Make up sentences for each word.

Teacher make up worksheets from the sentences, leaving blanks to fill in, or question and answer type, or multiple choice. Base these on the students' own sentences.

Learn what type of government your city has. Learn which officers are elected and appointed. What are the duties of the city government - what does the city control? What services is the city responsible for?

After viewing filmstrips and class discussion make up a vocabulary list, then sentences, then corresponding work-sheets.

CONTENT

D. CIVIC AND SOCIAL RESPONSIBILITIES

1. Recognizing Rights

essential in crowded urban living areas are provided through the organization in cordporated municipalities granted charters by the states with money largely collected from property taxes.

Filmstrip:

What We Must do for Our Country

What Our Country Does for Us

2. Obeying the Law

Film:
Respect for Property
Coronet

3. Participation in Community Activities

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Elect class officers.

List reasons for cultivating a sense of responsibility.

Make a chart (pictures) showing label behavioral patterns.

Where do your rights stop.

Where do others begin?

Why laws are important. Make signs showing some laws (traffic, etc.) - School attendance.

Visit from law enforcement officer.

Visit to local court.

School rules, home rules.

Protecting private property. Protecting public property.

Local laws - National laws.

Helping at school as a contributing citizen. Make gift for homebound classmate, junior red cross, such as decorations for hospital trays for holidays.

Display and discuss campaign literature of such organizations as United Fund, Red Cross, etc.

Show and discuss films showing purpose and work of agencies and organizations.

Construct a voting booth for mock election.

CONTENTRESOURCE MATERIAL

4. Safety

Filmstrip:

Safety in Outdoor Sports
Shows safety rules to follow
in sports participation.

Safety in the Water
Discusses safety rules for passengers in small boats, for experienced and in-experienced swimmers, and for those who might attempt rescues in the water.

Let's Be at Home in the Water
Shows elementary school children how they can have fun in the water if they play safe & follow the rules.

I'm No Fool in Water
Several important safety rules for swimming are graphically illustrated.

Safety in the Summer
Discussion of most common danger spots in unsupervised summer activities.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Read and report disaster or accident in Newspaper.
Listen to newscasts of work of organizations during time of disasters. Discuss community cooperation relative to disaster.

Discuss how we help organizations do their work.

Discuss B.S.A. - Y.W.C.A. - Y.M.C.A., Campfire, etc.

Discuss community helpers as related to emergencies and first aid.

Draw pictures illustrating safety practices.

Make fire prevention posters.

Fire drill procedures.

Make clean up = fix up posters. Discuss why this is important to safety.

Learn fire and police and emergency telephone numbers.

CONTENT

E. VOCATIONS

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Discuss jobs that cause us to receive products or classroom supplies - Take one supply (an eraser or piece of chalk) trace its origin, processing, etc.

Plan and take field trip to various places of work.

Collect pictures of people at work. Label with the skills needed.

Collect job application forms. Check qualifications.

Make mural of workers in community.

S T A T E

Section VI

Level III

CONTENT

VI. STATE

A. STATE IDENTIFICATION

1. Geography

2. History

a. Holidays

3. Conservation

RESOURCE MATERIAL

U. S. Maps, World Maps
State Maps

Film:
California Missions

Books:
California Mission Days
Bauer, Helen

The Rush For Gold
Beals, Frank

California Beginnings
Hoffman, Lola

Reccrd: Rush
California Gold Rush
L103 Enrichm records

Book:
On the Golden Trail
Hawthorne, H.

California Yesterday
State Series

California Today
State Series

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Locate California on maps. Make relief map showing topography - label areas (central valley, mountains, etc.)

Make map depicting journey of Father Serra.

Make adobe bricks (slip and straw) for making missions and pueblos of early California.

Make map showing gold mining settlements. Discuss: How did the discovery of gold help California to grow rapidly.

Trace routes of gold seekers to California.

Dramatic play - coming to California - discovery of gold.

Why were these people called "Forty-niners?"

Take field trips to historical landmarks - mission.

Discuss what is a state Holiday - Admission Day.
Dramatic play - Claifornia learns of acceptance into the Union.

Discuss: National Parks - game preserves, water sheds, reforestation projects.

CONTENT

4. Recreation

B.

B. PEOPLE AND THEIR WORK

1. Motion Pictures and Television

2. Transportation

3. Agriculture

Book:

In Your State
Hudson & Weaver
Pacemaker Books

Films:

Building a Highway
EB Films

Development of Transportation
EB Films

Films:

Citrus, The Golden Fruit
Hoefler

Groper
Barr

Dairy Farm
Coronet

RESOURCE MATERIAL

LEVEL III

Make posters showing Recreational areas. Where would you go for these.

Discussion: If you could visit any place in our State, where would you like to go? Why? What would you expect to see?

Favorite shows, favorite personalities. People needed to produce shows.

Review short history of transportation. El Camino Real, Overland Stage.

Talk to truck drivers. Find out special signs and rules for trucks.

Take trip to airport. Take trip to harbor.

Observe map of our freeway system.

Discuss how were transportation and communication improved following the gold rush?

Take walking trip to fruit, vegetable stand or large grocery store. Make a list of fruits and vegetables that are grown in California. Where grown.

Make map showing agricultural product areas of our State.

CONTENTRESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

4. Mining

Make display map of products mined in California.
Label the areas.

Words to know: Gypsum, petroleum, asphalt.

Make list of building materials in our school that are mined.

Books:

Petroleum

S.F. 338.2

Cement, How We Get

F.S.

Glass, How We Get

F.S.

Important Minerals

SVE

Gold

Cotton from Fiber to Fabric

McGraw

Films:

Paper

E.B. Films

5. Manufacturing

Discuss & list things that are manufactured near you.
Make water wheel (generator) and steam wheel to show some sources of power used.

Display board with samples of products. Define raw materials. - finished product.

6. Forestry

Uses of forests - how renewed, Why? List materials in school made from forests.

Film:

Lumberman

Frith

Story of West Coast Lumber

F.S.

7. Fishing

Add fish to your products map.

Films:

Tuna Fishing

Noefler

On map find bays used by fishing fleet.

Field trip to Cannery.

CONTENT

C. GOVERNMENT

1. Services

Fishing for a Living
Johnson Hunt

Invite California Highway
Patrolman to talk about
his job.

RESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Tuna most important food.

Discuss the following services:

1. Public Health - protects health of people.
2. Welfare - Helps those who cannot take care of themselves.
3. Highways - Builds and maintains highways.
4. Police - Protects lives and property.
5. Agriculture - Helps farmers.
6. Education - Helps schools.
7. Motor vehicles - Handles registration of vehicles and licensing of drivers.

How can we help the above?

Write to above Departments for information.

2. Organization

Find out who the following are: Fill in names.
Discuss jobs:

1. Governor _____ Head of Executive Branch.
2. Lt. Governor _____ Takes over when Governor is away. Head officer of State Senate.
3. Attorney General _____ Chief legal officer.
4. Secretary of State _____ Keeps State records - in charge of State Elections.
5. State Auditor _____ Examines all State money matters.
6. Treasurer _____ In charge of State money.
7. Superintendent of Public Instruction _____
Knows and enforces school laws.

CONTENT

D. VOCATIONS

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Discuss: The State government must hire many people to work for it. The state government usually has more people working for it than anyone private business in the State. State Policeman - protects its citizens.

State Policemen - protects its citizens.
Forest Rangers, protects its forests.
Janitors, gardeners, carpenters, electricians, and road workers are hired to take care of public property.

Administration and Educators are hired to help with our schools.

Nurses, doctors, technicians are hired to look after the health of the people.

To care for the State money, accountants, taxmen, book-keepers and clerks are used.

The State also hires lawyers, engineers, social workers, scientists and many other kinds of workers.

N A T I O N A N D W O R L D

Section VII

Level III

CONTENT

VII. NATION AND WORLD

A. IDENTIFICATION

1. Geography

RESOURCE MATERIAL

World maps

Globes

2. The world as home
of man

Weekly Reader maps
Resource speakers
Exchange students

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

1. Locate United States. Identify neighboring countries.
 2. Locate continents - compare sizes.
 3. Find countries that have similar topography, climate.
 4. Make a globe - papier mache over a balloon.
 5. Identify Eastern and Western Hemispheres. Contrast East and West.
 6. Make U.S. map (flour & salt) - show major topographical features.
 7. Identify major water bodies of world.
-
1. Make a survey of students as to origin of ancestors.
 2. Discuss how geographical factors affect peoples' ways of living.
 3. What are some of the customs and traditions that are exchanged?
 4. Role play intercultural situations.
 5. Discuss famous people and their contributions.
 6. Listen to music from foreign lands.
 7. Make a scrap book (clippings from papers, etc., showing foreign people and activities.

LEVEL III

8. Have children bring in dolls that have foreign costumes.
9. Build model homes that are used by the people in various geographical areas.
10. Build model floats (as used in parades) of nations around the world.

3. The U.S. in relation
to other nations

Daily newspapers

1. Discuss current events.
2. Consider the importance of world trade.
3. Discuss "The melting pot" of the United States. Why?
4. Make field trips to Olvera Street, Chinatown, Japanese sections, etc., of Los Angeles.
5. Build display of quantities of food consumed in various countries - contrast with U.S.

4. History

Patriotic songs

1. Discuss early explorers. Marco Polo - Leif Erikson.
2. Trace the routes of Columbus - discuss the importance of his discoveries.
3. Develop time line depicting historical events leading to discovery and explorations of America.
4. Field trip to Independence Hall at Knott's Berry Farm.
5. Make relief map to show phases of the Westward Movement.
6. Make diorama depicting historical events.

B. CURRENT WORLD PROBLEMS

1. Wars

Weekly Reader
Scope
Daily newspapers

2. Population

3. Diseases

LEVEL III

7. Make a list of "first's" in our country.
 8. Dramatize great events in American history.
 9. Play roles of leaders - guess who, e.g., "I traveled to a land called Cathay - who am I?"
 10. Discuss how values, needs and interests impel people to move from established homes to new lands and new ways of living.
-
1. Make time line showing wars. Why were they fought? What were the results?
 2. Read about and discuss current conflicts - where - who is involved. How does this affect us?
 3. Discuss the various branches of the Service (Army, Navy, etc.)
-
1. Construct a population map
 2. Make a bar graph for population in relation to square miles.
-
1. Make chart (map) showing diseases that are prevalent in various parts of the world.
 2. Use of science booklets - Lister - Pasteur, etc. Discuss why they were important.
 3. List contribution of countries in controlling diseases.
 4. Define epidemic - compare early and modern prevalence.

CONTENT

4. Food Production

5. Challenges for the future

C. PEOPLE

1. Living together

2. Likenesses & Differences

RESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

1. Make a product map showing the different farming regions.
 2. Use school menu and discuss what products are used in making the meal. Where are these obtained?
 3. Make scrap book of foreign cookery.
 4. Plan a Mexican, Chinese, Japanese, etc., dinner - identify terms used.
 5. Discuss food production in other countries.
-
1. Discuss consumption of natural resources. What would happen if these were depleted?
 2. Discuss the impact of population growth on food production - housing - natural resources.
 3. Where do we go from here?
-
1. Make a chart showing origin of families in your class.
 2. Role play intercultural situations.
 3. Discuss current events relating to the changes in social climate.
 4. Collect flags of nations around the world. (See U.N. packet)
-
1. Discuss various ethnic groups.
 2. Draw from students - what are some of the differences in people?

3. Interdependence of people

Pictures of people at work and play

LEVEL III

3. How are these people alike?
4. Collect pictures showing likenesses and differences.

1. Make mural showing how people are dependent upon others - (sequential).

2. Graphic illustrations showing dependencies:

- a. transportation
- b. food
- c. shelter
- d. clothing

Discuss the various jobs and their importance.

Discuss qualification of our leaders.

Note:

In upper levels of government - much work comes under civil service. Many (?) of our students would be able to acquire a position.

LEVEL IV

F A M I L Y

Section II

Level IV

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL 4RESOURCE MATERIALCONTENTI SELFA. PHYSICAL1. Identification and Function of Body Parts

Science Materials

Discuss - basic body parts. Student use opaque projector to blow up pictures of body parts.

a. Review physiology of body

Commercial ditto material available in L.A. area - pictures and story.

Class - Make basic chart of health and safety rules regarding body parts.

b. Emphasize:

Emergency measures to take. How to call doctor, name, number.

1. Blood type

Standard health text for pictures

Students practice first aid measures. Secure charts for medicine cabinet on cancer dangers, poisons.

2. Appendix

Red Cross first aid book

Discussion and action. Use ditto sheets and have follow directions.

c. Space and Direction

P. E. mat

Student stand - what is in front, back, right side, student lie down on back - move arm to right.

Orientation

General Telephone - films available on these subjects

d. Food

District film strips.

L.A. County Health Dept. pamphlets

Discussion:
1. Basic four and why.
2. Make a sample menu for a week.
3. Explain energy - students make list of samples of act which use energy.

e. Sleep

4. Compare body to car for energy and sleep.

f. Waste

5. Discussion:
Embarrassment of people over social situations involving body waste.

g. Reproduction

Film: Reproduction resource people, nurse

6. Role playing - at football game on date.
7. Scientific fact of biological reproduction - Discussion.

h. Reasoning - Logic

Puzzles
Peg Boards
Chinese Checkers

8. Discuss: difference between man and other animals.
9. Present scientific method

10. Puzzles

11. Sorting exercises

Film: "You the Human Animal"

CONTENT

2. Personal Grooming and Health

- a. Hygiene - Basic Health Habits by Day & Week
- b. Grooming

3. Likenesses and Differences

- a. Identification of Sex Role
 - (1) Masculine & Feminine Role
 - (2) Reproduction
 - (3) Dating
 - (4) Marriage
 - (5) Family - Husband & Wife Role
 - (6) Change of Life - Menopause & Climactic

RESOURCE MATERIAL

Health Department pamphlets

Standard health texts

Commercial free material
"An Attractive You"-films

School library - school newspaper

"Facts of life and love for Teenagers? - Duvoll

"The Art of Dating" - Duvoll

"About You"

"How Much Affection" - film

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

Student:

1. Chart - daily routine.
2. Chart - weekly routine.
3. Discuss.

Review by reading

1. School rules on grooming.
2. Accepted standards at different places - Church, beach, discussion.
3. Investigate the norms for grooming (groups).
 - a. Make visual aids
 - b. Make group presentations
 - c. Make notebook from newspaper clippings

1. Discussion: What are masculine and feminine roles.
2. Role playing situations.

3. Student made lists of responsibility of male and female - husband and wife in sub categories.

4. Acceptable standards, what are they - Discuss. Groups - students gather standards in sub categories
5. Student's speeches and reports on reading in sub categories.

| <u>CONTENT</u> | <u>RESOURCE MATERIAL</u> | <u>SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES</u> |
|-------------------------------|---|--|
| B. SOCIAL SELF | | |
| 1. Personal Identification | Ditto sheets (from simple to complex) | Ditto sheet - personal information - name, address, sisters, brothers, age. |
| a. Child - Immediate Family | Public Libraries (source of films and filmstrips) | List standards of behavior for these roles. Class discussion. |
| b. Child - Extended Family | | |
| c. Student | Film: "Danny Rebels" "The Gossip" | Act out situations in role playing. |
| 2. Personal Property | Newspaper advertisement Dry cleaning and laundry slips Service station car service list | Some places roles are played: church, beach, dates, slumber party, camping. Care of personal property: Discuss 1. Pick common items and compute cost of purchase. 2. Care of clothes - cost. 3. Service monthly cost of operating an auto. |
| 3. Self in Relation to Others | | |
| a. Manners | Book: "Manners to Grow On" - Tina Lee | Review likeness and differences. |
| (1) Telephone | "Your Manners are Showing" | Discuss: 1. Treat people the way you want to be treated. 2. Realize all people feel good and bad. |
| | | Telezonia and teletrainer from phone company. |

CONTENT

a. (2) Dating

b. Acceptable

c. Unacceptable

C. EMOTIONAL SELF

1. Analyzing Emotions

a. Self-discipline

2. Self Appraisal

a. Personality

b. Control of
Feelings:
anger, hate,
pressure.

c. Self-Improvement

(1) Use Information Gathered to show Realistic "me"

(2) Steps to Take to Achieve Improvement

RESOURCE MATERIAL

Observation:

Film: "Making Friends"

Film: "High School Prom"

Film:

"Improve your Personality"

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL III

Review dating in discussion.

Role playing - specific situations.

Discussion: Come from class.

Speech: Most interesting person I have met (repulsive, silly, ugly, hateful, etc.). (Ideal and way)

Why you did what you did when you did it.

Standard personality tests.

Role playing of social situation to act out.

Chart of personal improvement to be checked off during the year.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Classroom developed students rating sheet to measure their peers (present).
Parent rating sheet taken home (Present).
Personal rating of self (compare three).
Observation of clothes students wear. (Classroom game).

Write a short paragraph or make a list of values and where from.

Discussion: What are they.
General teenage standards now. Are they acceptable to teenagers in other places. Make notebook of newspaper and magazine articles showing these standards.
Acceptable to adult world.

Students make cover and practice use in groups.
Role play - serving, passing, etc.

Tape record students conversation.
Use recorder in role playing situations.
Students make small speeches about themselves.

d. Appearance

(1) Clean

(2) Neat

e. Goals

(1) Short term

(2) Long term

f. Hobbies

g. Values

(1) Tangibles

(2) Intangibles
(what is scared.
What do I believe
and why).

h. General Standards
of behavior

(1) Present)
(Repeat)

(2) Future

(3) Table

i. Conversation

School Rules
Film - "Act Your Age"

Home Economic text

Television
Radio
Newspapers

CONTENT

RESOURCE MATERIAL

REVIEW OF TOTAL SELF UNIT - LEVEL IV

I. SELF

A. Self Analysis

1. Past

a. School subjects

(1) Reading

(2) Spelling

(3) Math

(4) Writing

b. Physical

(1) Clumsy

(2) Awkward

(3) Strong

(4) Sexual maturity

c. Likeness

(1) Problems

(2) Goals

d. Differences

(1) Prejudices

School records

Peers

Parents

Newspaper pictures

Parents

Peers

Clergymen

School

Teachers

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Introduction

1. What kind of person am I and how can I find out.

Discussion:

1. What were you like in the 4th grade in these areas;
in the 7th (ditto sheet with subjects on it with
column for 4th and 7th grade) Past

Rating sheet developed by teacher for students to rate
themselves on these items (present)

Observe people: record data about them. Divide data
into male and female to emphasize masculine and feminine
roles.

Standard dexterity tests.

1. List ways people are alike.

2. List common problems and goals - discussion of
people.

What are your prejudices and why. Class list on board
from all in discussion.

Discuss - where do you get prejudices.

F A M I L Y
Section II
Level IV

CONTENT

II. FAMILY

A. HOME IDENTIFICATION

1. Recognition of Physical Facilities

a. Types of Residentes

1. Room
2. Apartment
3. Trailer
4. Houseboat
5. Duplex
6. House

b. Materials used in building homes.

2. Care of Physical Facilities

a. Your Room

b. Items shared by Family Members:

1. T.V.
2. Record Player
3. Games
4. Furniture
5. Utensils

c. Time for care:

1. Daily
2. Weekly
3. Monthly
4. Semi-annual
5. Annual or seasonal

RESOURCE MATERIAL

Workbook "The Family You
Belong To"
Richard H. Turner

Nurses Aid (How to make
a bed)
Red Cross kit for home.
nursing (includes a
bed)

Magazines

School

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

Level 4

Discuss:

What types of homes are there?

What is your type?

Students gather pictures of homes for bulletin board.

Purpose of a home: Discuss and ditto sheet with 2 examples - students complete the sheet. (Protects from weather and provides privacy)

List the major materials homes are made of inside and outside.

Draw a floor plan of your home and label the rooms.

Make a list of furniture needed in a home. (Use this list later in care section)

Make a list of chores to be done each day, week and month.

Practice making a bed.

Students working in groups.

Cut out pictures of furniture and items in house and make bulletin board. One group at a time.

Add pictures and signs on how to care for each item.

Discuss: Budget of time and energy.

Student groups make panel presentation to class on their project. Presentation also includes demonstration. (Teacher make presentation of one item as concrete example before groups start to show how presentation is to be made.)

Discuss: Difference between normal maintenance and special maintenance. (include outside maintenance here also, such as house painting or weekly garden care.)
Take tour of your school to observe painting maintenance.

CONTENT

B. PEOPLE

1. Role Identification

2. Recognition of Family
as a Unit3. Responsibilities of
Family Members

4. Social Relationships

RESOURCE MATERIAL

Workbook: "In Your Family"
Margaret Hudson &
Ann Weaver

Parents
Globes
Maps

Workbook: "Understanding
Maps"

Allyn & Bacon

Text "All About Us"

Life Book "Epic of Man"
Pictures only

Book: "I Remember Mama"

Workbook: "Better Living"
Lawson

Parents

Booklet: "Getting Along
With Brothers & Sisters"
Frances Ullmann

Parents

Booklet "Enjoying Leisure
Time"
William C. Menninger

"Your Manners are Showing"
Betty Betz

"Manners to Grown On"
Tina Lee

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLevel 4

Discuss relationships of family members by asking "How many People in Your Family?"

Go from immediate to relatives.

Where did they come from?

Family tree - each student work on their own.

Bulletin board - map of world. Students mark where family originated.

Baby pictures of students - Guess who _____.

Trace formation of the family from cave man.

Using the text - types of units called family.

Students list reasons people banded together.

Advantages of the family grouping - discuss.

Student write a short story about his own family.

Role playing.

What should the ideal family consist of?

A family council - good or bad - 2 groups debate.

Read sections from "I Remember Mama".

Students make a list of their responsibilities at home.

Discuss: What do you expect from mother and father.

What do they expect from you? Discipline.

Role play family members responsibilities.

Group reports (panel ideal family - each member's responsibilities).

Student write a short paper on their ideas of what they want their own family to be like when they are married.

List your hobbies and interests.

List mom and dad's hobbies and interests.

Discuss: Why are they different: (a) age, (b) experience. Students bring in & display hobbies in classroom.

Refer back to expectation & review them in discussion.

Role play a family gathering, table conversation & manners

Role play a peer party - introductions to parents, party etiquette.

Role play an adult role of entertainment when student has own family.

C. HEALTH

1. Diet

Workbook: "We are What We Eat"
Hazel Spitzze, Patricia Ratz

Workbook "Building a Strong Body"
Allen E. Breed

Bulletin board on basic four.
Discuss favorite foods of your family.
Fit family foods into the basic four.
Read sections of resource books.
Students plan a family menu for one week.

2. Cleanliness

Filmstrip: "Your Food"

Housekeeping

Filmstrip: "Healthy Body"

Filmstrip: "Pesky the Cold Germ"

Review care.
Ditto sheet explaining project:
Groups pick project: How to clean a specific item.
Each group make a chart step by step for possible products to use should be listed also.
Display item used in cleaning.
Demonstration of different cleaning methods.
Class add major items not covered by report.
Class make small book of all groups projects plus major items.

3. Immunizations

a. D.P.T.

b. Smallpox

c. Measles

d. Polio

e. Pets

County Health Pamphlets

Family Doctor

Film - "Defense Against Invasion"

Film - "How our Bodies Fight Disease"

Film - "Care of Pets"

Discuss: What is immunization.
Ditto sheet: Major immunizations and age listed D.P.T., smallpox, measles, polio.
Health Department representative make presentation to group.
Common cold and how it spreads.
Class develop a ditto sheet of basic rule for colds and basic home nursing technique.

1) Rabies
2) Distemper

Family pets: Discuss the kinds students have and the threat to the family health they may pose.

CONTENTRESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLevel 4

D. SAFETY

1. First Aid

Ditto sheet listing common problems: burns, cuts, bruises, poisons, bites, concussions.
Students fill in treatments for these.
School nurse talk to students.

2. Emergency Situations

Red Cross Manual

Commercial ditto material available with pictures

Book "Plans for Living - Your Guide to Health and Safety"

W. Hudson & Ann A. Weaver

Red Cross Manual

Baby-sitter's handbook

Film - "That They May Live"

Filmstrip - "Getting Acquainted"

Child Care Series

Safety Council Pamphlets

Fire Department Pamphlets

Water safety - Council Pamphlets

Dittoed commercial material

Red Cross Manual

Underwriters Association Bulletins

Ditto sheet listing major problems: broken bones, shock, fainting, heart attack, need for oxygen.
Students fill in treatment for these.
Discuss emergency numbers and how to call in reports.
Film and discussion on mouth to mouth resuscitation.
Give ditto sheet on steps for mouth to mouth resuscitation.
Discuss home damage problems: Fire, theft, water, electricity.

3. Prevention of Accidents

Ditto sheet on common accidents.

Student survey of home to check against sheet.

Discuss findings.

Emphasize: storage, wiring, toys, clutter, pot handles over stove, disc.

Family recreational trips and safety facts.

Emphasis on: (a) auto seat belts, (b) swimming.

Role play situations.

CONTENT

E. LEISURE TIME

RESOURCE MATERIAL

Travel Agencies

T.V. guide

Newspapers

Chamber of Commerce

Parks Department

F. VOCATIONS

Employment Department

Occupational Guide

Vocational Counselor

Filmstrip "Discovering
Your Real Interests"

Filmstrip "Are you an
Interesting Person"

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

Level 4

Review social relationships - age factor emphasis - Discussion.

Small group project - Sources in community and state. Students secure brochures and information - make panel presentation to class.

Field trips to places students reported on.

Games family can do - students plan.

Review spectators role at sporting events. Role play situations.

Crafts and decorations projects for home beautification.

Discuss what to look for in movies and T.V. programs.

Discuss: Possible jobs students can do around homes & List on board.

Cut list to four: Custodial-housecleaning, cook, gardening, and painting.

Review Department of Employment Guide sheet on each job.

W I G H B O R H O O D

Section III

Level IV

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

III NEIGHBORHOOD

A. NEIGHBORHOOD IDENTIFICATION

1. Physical Facilities

Chamber of Commerce

Film:

Maps are fun

Film:

Reading maps

Commercial Ditto material

Outline Maps

2. Location and Type

Reading Series:

Turner-Livingston

The Person You Are.

The Friends You Make.

The Town You Live In.

3. Services

City Hall

County Personnel

Each student write a letter to Chamber of Commerce for information on their city. (Review letter writing to get finished product)

Bulletin Board of pictures of students neighborhood. (Houses, stores, etc.)

Student project: draw map of their neighborhood going two blocks in each direction from their house.

Exercises on directions (N S E W) through body orientation

Ditto sheets on directions.

Fit neighborhood maps together to form community.

Fit neighborhood map into city map.

Discuss type of neighborhood from standpoint of residential (apartments and houses) commercial and industrial.

Classify by listing the people in your neighborhood - size, of family, ethnic, religion

Discuss services offered to neighborhood.

Students list common ones together and specific different ones in their neighborhood.

Speaker from the city, county explaining the total services and where they come from.

Group Projects: research on each service - cost, people, how often performed, present as panel.

CONTENTRESOURCE MATERIAL**B. PEOPLE****1. Inter-Personal Relationship**

Workbook:
The Friends you Make

Pamphlet:
Getting along with Brothers
and Sisters

Workbook:
The Person You Are

2. Inter-Family Relationship**3. People Work In The Neighborhood**

Students Neighborhood
map

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

Guest speakers explaining each service. Should list: Street cleaner, flush water pipes, drinking water, spraying for insects, roads, street lights, sewers, signs, police, fire, health, trash, weeds and clutter.

Review general rules of getting along with others.

Role play undesirable situations:

- 1) Playing ball in the street.
- 2) Broken windows.
- 3) Riding bicycles on lawns.
- 4) Littering

Role playing desirable situations:

- 1) Doing homework together.
- 2) Club groups, i.e. scouts.
- 3) Sharing, i.e. tools.

List the things your family does with other families in your neighborhood. On one side of paper list positive, on the other side list negative.

Discuss lists: (a) block parties, (b) picnics, (c) cookouts, (d) Fights over childrens rights (ball on newly planted yard.

Role play situations - positive and negative.

Discuss backgrounds families have - religious, ethnic as a source of problems.

Discuss dwelling maintenance - house, yard - gardeners, paint, others - lumberers, housekeepers, cooks.

Discuss store maintenance.

Public (library) and private (church) building maintenance.

| <u>CONTENT</u> | <u>RESOURCE MATERIAL</u> | <u>SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES</u> |
|------------------------------|---|---|
| C. HEALTH | | |
| 1. Services | Pamphlets from County Health Centers | List jobs people have in neighborhood (review services) by door to door canvas as project. Present by individual verbal report. |
| 2. Personal Responsibilities | Labels from Common Insecticides | Review services that apply including county. |
| | | Discuss emergencies that arise. |
| | | Role play emergencies. |
| | | List emergency numbers on cards for home use. |
| | | Discuss and emphasize quarantine, epidemics and spraying for pests. |
| | | Review poisons and the first aid treatment for same. |
| | | Secure charts for medicine cabinet at home - poisons, seven cancer signals. |
| | Workbook: Plans for Living. Our Guide to Health and Safety By Hudson & Weaver | Review personal health and cleanliness habits. |
| | | Locate on map family doctor, dentist and hospital (regular and emergency) |
| D. SAFETY | | |
| 1. Personal Safety | Workbook: Plans for Living | Review lists of conflicts students worked on previously. |
| | | Student survey own dwelling. |
| | | Student survey neighborhood. |
| | | Role play: how to tell neighbor of hazards. |
| 2. Safety for Others | | Discuss individual rights vs. neighborhood rights. Include driving laws and habits, bicycles, skate boards and pets. |

LEVEL IV

CONTENT

E. LEISURE TIME

RESOURCE MATERIAL

Pamphlet:
Enjoying Leisure Time
William Menninger

Students neighborhood
map

Workbook:
The Monies You See
Turner-Livingston Communi-
cation Series

Book:
The Job Ahead
SRA Series

Book:
Finding Your Job

Department of Employment

F. VOCATIONS

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

List activities available in neighborhood.

Discuss possible improvements.

Discuss vocations found in neighborhood and make list of students interest.

Student secure and read Department of Employment occupational guide sheets and make oral report to class of occupation of their choice.

Teacher present common occupations not covered by students. Housekeeper, gardner. Include preparation needed for each job.

S C H O O L

Section IV

Level IV .

SUGGESTED T CHING TECHNIQUES AND ACTIVITIESLEVEL IV

1. Ditto sheet on student's name, address, phone, parent.
 2. Students make card on school name, address, phone, for students to carry in wallet or purse.
 3. Pass out school map and review - point out changes from previous years.
 4. Give students individual program cards.
 5. Discuss bell schedule.
 6. Tour school - point out all rooms students will occupy; cafeteria, gym, snack bar, nurse's office, attendance office, library, book room, counselor's office, principal's office. Meet these people when possible. relate this to school map.
 7. Develop class rules with students - students make into chart and post in the room.
 8. Find school on city map and mark the route each student takes. Use as bulletin board. Separate bus riders and walkers. Students compute time it takes to get to school.
-
1. Study student handbook.
 2. Fill out attendance forms and read handbook section on procedures.
 3. Emphasize and discuss:
 - a. student body card
 - b. annual
 - c. clubs available
 - d. counseling services
 - e. food services - snack bar and cafeteria
 - f. custodial and repair services
 - g. room supplies and equipment
-
- A. Discuss various school departments
 - B. Compare elementary - Jr. Hi. - High School
 - C. Discuss post-high-school opportunities - night school, trade schools, Jr. colleges, extension, community services such as lectures.

RESOURCE MATERIAL

School Student Handbook

Maps of City
Chamber of Commerce
Rapid Transit Co.
Filmstrip: Ride the Bus

Student Handbook

School Student Handbook
School catalogs

CONTENT

IV. SCHOOL

A. IDENTIFICATION

1. Physical

2. Location & type

3. Services
(to the student)

4. Schools of many kinds

CONTENTRESOURCE MATERIAL

B. PEOPLE

1. Identification of school personnel and roles

Student Handbook

2. Student - adult relationships

C. HEALTH

1. Services

Student Handbook

Workbook - Building a Strong
Body - Allen Breed

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

- D. Students in groups: research community and present in panel reports of different schools found in area.
- E. Discuss schools for handicapped: public or private. Mention blind, deaf, mentally ill, etc.
- A. Meet teachers
- B. Discuss school rules by reading handbook.
- C. Discuss school organization in handbook.
- D. Have principal, nurse, cafeteria worker, custodian, vice-principal or deans visit class for brief talk of their roles.
- E. Make above (D) personnel day.
- F. After the people make individual presentations - they form panel - students ask questions.
- A. Discuss individual and group responsibility. Need for rules.
- B. Discuss authority structure - class room, public, on the job.
- C. Compare school to large city and individual's job is learning.
- D. Develop class rules
- E. Discuss differences between teen-age standards and adult standards. Emphasize:
 1. Legal age
 2. Food, shelter, clothes given - accept authority because of age and experience in dealing with life.
1. Read handbook and discuss available services.
2. Discuss health rules and procedures.
3. Visit nurse's office.
4. Emphasize health and accident insurance for students.
5. Explain extra-curricular activity insurance.

CONTENT

RESOURCE MATERIAL

LEVEL IV

2. Responsibility to peers

FILM: "How to Catch a Cold"
County health pamphlets on communicable diseases
Student handbook

3. School regulations

Student handbook

D. SAFETY

1. Personal safety

Workbook - Plans for Living

Commercial ditto material
Film series - I'm No Fool
- Walt Disney

2. Safety for others

Workbook - Your Guide to Health and Safety - Hudson & Weaver

6. Discuss dress regulations in terms of health habits.

1. Discuss need for good health habits in relation to group responsibility.

2. Read and discuss sources of: contagious diseases (from pamphlets), contact in classroom, hall, cafeteria, P.E., bus.

3. Emphasize:

a. Stay at home when sick.

b. County Health Dept. if no money for doctor.

c. Have a family doctor and get checked once a year.

d. Get x-ray or skin test once a year.

e. Keep your own medical records - especially immunization.

A. Review necessity for rules

B. Read handbook

C. 1. Discuss requirements for graduation.
Students make chart of most significant regulations

D. Emphasize disaster rules and regulations.

E. Practice duck & cover and fire drills.

1. Discuss areas of safety consciousness: classroom, furniture & fixtures, halls, grounds, bus.

2. Learn rules

3. Review behavior standards - accidents occur when students have elementary behavior.

4. Emphasize for both boys and girls accident proneness of females before menstrual cycle.

1. Discuss and demonstrate use of tools for:

a. crafts

b. shops

c. homemaking

LEVEL IVE. LEISURE TIME

2. Students survey school for safety hazards. Write student cabinet letter of results, with recommendations.
1. Set rules for classes after assigned work is done and before class is dismissed
 - a. games
 - b. library materials
 - c. resource centers in the room
2. Discuss problems of above.
3. Discuss use of leisure time during breaks such as between classes, snack, lunch, and before school. Let students observe and discuss constructive behavior of all other students at the school.

F. VOCATIONS

Workbook - Campus Work Experience
- Esther Carson

Workbook - Training the Custodian's Assistant - Hayward Union High School District

District Food Services Manual for Cafeteria Workers.

Dept. of Employment occupational guide sheets

1. Explain campus work experience program to students.
2. Emphasize custodial, clerical, cafeteria, and grounds areas, only.
3. Read Dept. of Employment guides.
4. Guest speakers representing these groups.
5. Role play worker situations - emphasize problems.
6. Discuss work habits and attitudes.

C O M M U N I T Y

Section V

Level IV

CONTENT

V. COMMUNITY

A. LOCAL COMMUNITY IDENTIFICATION

1. Geography

Workbook - The Letters You Write
Turner-Livingston, Communication
Series

City of Lakewood, Chamber of
Commerce brochures & pamphlets

City of Bellflower, Chamber of
Commerce brochures & pamphlets

AAA for State & County road
maps

Topography map - L. A. area

Film: The American Road

Lakewood Chamber of Commerce
brochures & pamphlets

Bellflower Chamber of Commerce
brochures & pamphlets

Community librarian

Long-time residents of
community.

Film: California History

Film: Northern California
(Golden State)

Film: Southern California

Workbook - In Your Community
Hudson & Weaver

RESOURCE MATERIAL

1. Students do research project
2. Each writes or goes to local chamber of commerce to obtain information packet.
3. Class writes letter to AAA for maps after review of letter writing procedures.
4. Students make list of neighboring communities and connecting roads, streets, highways, and freeways.
5. Class discussion of topography - relationship of Los Angeles basin to smog. Emphasis primary cause of smog - motor vehicles.

1. Read historical information in Chamber of Commerce material.
2. Invite community librarian to lecture and answer questions on local history.
3. Students prepare list of long-time residents, select two to visit class to discuss history and development of community.
4. Discuss population movement and growth of California. Discuss origin and growth of community.
5. Show films.
6. Students write thank you letter to visitors.

RESOURCE MATERIALLEVEL IV

RESOURCE MATERIAL

3. Institutions

Workbook - In Your Community
Hudson & Weaver

Workbook - The Town you Live In
Turner-Livingston Reading Series

4. Industry

Chamber of Commerce

Better Business Bureau

Trade organizations

Unions

Dept. of Employment

5. Recreational facilities

Pamphlet - Enjoying Leisure Time
- W. C. Menninger

Film: Water Safety

Newspapers

Chamber of Commerce

City Recreation Director

State Recreation Dept.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

1. Read and work in work books.
 2. Students make list of institutions and location - schools, churches, libraries, county offices, city offices, hospitals.
 3. Review neighborhood services.
 4. Field trips to selected spots chosen by students
1. Students make chart in class of jobs held by parents.
 2. Review history and discuss nature of current industry & kind - farming, no forestry or heavy industry.
 3. Invite member of Building Trades Council to discuss development of industry and forecast for future.
 4. Dept. of Employment representative visit and talk about what is currently available.
1. Mimeo list of facilities - checked by students to indicate ones they are familiar with.
 - a. Discuss facilities, emphasizing lesser known ones.
 - b. Review community maps for location of parks, YMCA's, commercial and public facilities.
 2. Discuss other available resources outside of community - spectator sports, beaches, parks, commercial centers.
 - a. Discuss R.T.D. discounts
 3. Students make individual presentation of own hobbies, with demonstrations.
 4. Invite Recreation Dept. representative to discuss facilities, especially summer programs.
 5. Discuss expected behavior of participants at any facility- spectators, park users, etc.

B. PEOPLE

1. Differences and Differences

Workbook - The Town You Live In
Turner-Livingston Reading Series

Workbook - In Your Community
Hudson & Weaver

Chamber of Commerce

Guest speakers of ethnic groups

2. Social Relationships

Workbook - In Your Community
Hudson & Weaver

Workbook - The Town You Live In
Turner-Livingston Reading Series

Book - Your Manners are Showing
Betty Betz

Book - Behave Yourself

Book - Manners to Grow On
Tina Lee

C. THE CITY AND THE COUNTY

1. Geography

LEVEL IV

1. Discuss ethnic groups making up community.
Students make bulletin board showing groups.
 2. Review Bill of Rights
 3. Discuss various religions in the community.
Students make chart of rules for tolerance.
 4. Discuss pressure groups and advertising.
Emphasize that people have same basic problems - advertising is an example to show this.
 5. Discuss physical & behavioral abnormalities - include actions that don't fit the time and place. Role play situations concerning these.
 6. Guest speakers of ethnic groups in community discuss their group.
 7. Students work in groups or individually and present their religious beliefs.
 8. Discussion after showing common likenesses & differences
1. Read and work in workbooks.
 2. Review private property concept and individual responsibility to himself and others.
 3. Review group responsibility. Role play situations that arise.
 4. Role playing of specific situations:
 - a. Settling an argument
 - b. Introductions
 - c. Manners
 - d. Adhering to adult standards
 5. Discuss respect for authority, i.e., life guard, policeman, store owner, theater manager.
 6. Entertaining - role play host and guest

1. Review L. A. County geography from

CONTENTRESOURCE MATERIAL

Workbook - Understanding Maps
General Educ. Inc.

Commercial dittoed material

Chamber of Commerce,
City of Los Angeles

L. A. Chamber of Commerce

Free brochures

Chamber of Commerce

AAA - points of interest and
camping directories

Book - Government and the
People.

2. History

3. Industry

4. Cultural & Recrea-
tional Facilities

5. Government

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

community unit,

1. Review L. A. County history

1. Student Project: each student pick industry to report on to class. Must make a visual aid to go with it - also written report.

2. Students compile written reports together into industry notebook with each member getting a copy. - Students type and ditto.

1. Discuss known points by students.

2. Make total list.

3. Assign 4 groups to S. E. N. W. sections of county - research and add to master list.

4. Field trips to places, i.e., music center, County museum, Griffith Park

1. Review student government at school - discussion - compare to city.

2. Students make list - (school - city - county) - compare these three in chart. Project 3 groups - then combine charts into one.

3. Field trips to local city hall and L. A. County buildings

4. Guest speaker from County office.

5. Review agencies: employment, health, motor vehicle, etc. - emphasize civil service.

CONTENT

D. CIVIC & SOCIAL RESPONSIBILITIES

1. Recognizing rights

2. Obeying the law

3. Participation in Community Activities

Workbook - Understanding Our Constitution

Bill of Rights

Pamphlet - Laws for Youth

Pamphlet - Your Policemen

Workbooks - Newspapers You Read, T.V. You Watch, Movies You See

Workbook - I Want a Drivers License

Film: Keeping America Beautiful (litter)

RESOURCE MATERIAL

Workbook - Understanding Our Constitution

Bill of Rights

Pamphlet - Laws for Youth

Pamphlet - Your Policemen

Workbooks - Newspapers You Read, T.V. You Watch, Movies You See

Workbook - I Want a Drivers License

Film: Keeping America Beautiful (litter)

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

1. Review Bill of Rights - discuss what it means to the individual.
2. Individual and group responsibility - basic discussion
3. Rights of minorities
4. Specific - drive-in theater, restaurant, stores
5. Read Laws for Youth and Your Policemen.
1. Driver education unit (includes signs, practice tests, work books)
2. Mob, riot, fire, and accident - cover as spectator which would block people in performance of duty. Discuss and ditto sheet of different situations asking students to make judgments as to what they would do.
3. Lecture and show film - cost of cleaning litter.
4. Lecture & discuss - tell history of divided responsibility starting with cave man and working to present - emphasize laws made by people for their own protection.
1. Review activities available in community.
2. Spectator at sports, community theater and music events
3. Participant in square dance groups, Y.M.C.A.'s, recreation park activities (crafts)
4. Civic responsibility - emphasize elections, (bond issues)
5. Complete unit on:
 - a. registering to vote - (ditto sheet of questions)
 - b. political party (1) history of (2) differences between

CONTENT

Participation in
Community Activities
(cont.)

4. Safety

E. VOCATIONS

Workbooks - Teen-Agers Prepare
for Work, The Job Ahead (SRA
Series)

Workbook - Help Yourself to a
Job

Workbook - The Jobs You Get

Workbook - Finding Your Job

RESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

- c. sample ballots - read and discuss - students fill out
6. Present to students in lecture and discussion pressure groups and signing of petitions.
7. 7 forms of propaganda and how used in elections, on T.V., radio, movies, newspapers, and advertising
1. Industrial plants' safety rules - students make chart
2. Safety signs in community - stores, on the street, etc. - another chart, after students observe, as project.
3. If needed, a letter to city council pointing out hazards in community (alley with no stop sign - entering into busy street - to weeds on vacant lots that are fire hazards - to light or stop sign needed for crossing street)
1. Services available as sources for jobs
 - a. private employment agencies
 - b. State agencies
 - c. civil service - county
2. Occupational guides of student interest studied by students
3. Community employers as guest speakers - subject - What They Expect From a Worker
4. Community employers give interviews to students in front of total class

S T A T E
Section VI
Level IV

CONTENT

VI. STATE

A. STATE IDENTIFICATION

1. Geography

RESOURCE MATERIAL

Road map - California

Relief map - California

Book - U.S. Map

Films - Gen. Tel.

Life in the:

Desert

Forest

Grasslands

Sea

Your Friend the Forest

Your Friend the Soil

Films -

Valleys of Calif.

California's Geographical Regions

Use map of California

Filmstrips:

California

California Gold Rush

The Gold Rush

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

1. Bulletin board - Standard Oil pictures of California

2. Lecture & discuss - Facts of Calif., i.e.,
a. most people, cars
b. flag
c. flower
d. earthquakes

3. Students make paper mache map of Calif.

4. Project - divide students into groups - research by areas:
a. coast - southern
b. coast - northern
c. inland - southern
d. inland - northern
Students make chart maps - showing major cities, waterways, mountains, deserts, harbors - piece together into mural.

5. Students give oral report on findings

6. Teacher emphasize L.A. basin

Study audio-visual material to learn about map making.

Project or use a map of California.

Make a relief map of California.

Use a variety of materials for different maps:
papier mache
sawdust and paste
salt and flour

CONTENT

Geography (cont.)

Books:

Picture Book of California
Bailey, Bernadine

Mountains on the Move
Bloch, Marie H.

The True Book of Deserts
Fosell, Elsa

Desert Dwellers
Shannon, Terry

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

Show the coastal region and the major bays.

San Pedro Bay
San Diego Bay
San Francisco Bay
Monterey Bay

Show the important mountain ranges.

Show the major valley regions.

Show the desert regions.

List and discuss some of the kinds of work that people do in the coastal regions.

Truck farming
Lumbering
Cattle ranching
Raising citrus and other fruits
Providing services for tourists

Learn about the valley regions of California
Learn about the kinds of work that people do in the valley regions.

Raising cotton
Truck farming
Raising fruits and nuts
Raising alfalfa

Learn about the kinds of work people do in the mountain regions

Lumbering
Mining
Drilling for oil
Raising cattle and sheep
Protecting the forests and wildlife
Providing services for sportsmen and tourists

Learn about the desert regions.

What kinds of work do people do in the desert regions?

Mining
Truck farming
Providing services- sportsmen & vacationers

CONTENT

2. History

Workbook -- In Your State
Hudson & Weaver (Pacemaker
Series)

Films:

1. Death Valley Ancient & Modern.
2. Mountains
3. Life in the Central Valley of Calif.
4. Life in Mediterranean Lands
5. California's Golden Beginning
6. Ghost Towns of Calif.
7. Mission Life
8. Rancho Life
9. Spanish Influence in the U.S.

3. Conservation Practices

Film -- Keep America Beautiful

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

Choose a region of California to live.

What kind of work would you choose to do?

1. Gather pictures - Spanish influence.
2. Make map showing major spots - Sutter's Mill.
3. Compare - past against present.
4. Emphasize money system - bartering - gold and silver standard - and how people specialize now in jobs.
5. Visit L.A. Co. museum and tar pits.
6. Discuss change from cattle to growing food.
7. List why people still come to Calif., i.e.,
 - a. casual living
 - b. climate
8. Visit Olvera St., L.A.
1. Discuss people and natural resources in general.
2. Forest - make charts on fire prevention rules.
3. Water - discuss pollution - fresh and salt.
4. Emphasize converting salt water into drinking water.
5. Land - so many people - houses - taking away food growing land.
6. Air pollution - cars - industries - have speaker from each area (2-7) talk to class.

4. Recreational Facilities

Film: Yosemite Nat. Park

A.A.A. Camping Book

LEVEL IV

7. Litter - cost in State taxes - how to prevent. (Start with own campus - then city - county - state)
8. Discuss cities of future - planned communities now - and cities above ground - in bubbles with controlled air.
1. Make map marking State and National parks.
2. Emphasize snow and sun (mountains & beaches)
3. Students list what they do for recreation.
4. Oral report by each student - trips taken or hobbies.
5. Points of interest to visit - emphasize free recreation - Knotts Berry Farm (field trip), Missions, etc.
6. List places that cost - Disneyland, Wax Museum.
7. Field trip - Griffith Park - picnic - visit zoo, planetarium.
8. Field trip - Forest Lawn

Observe the different kinds of equipment and their uses.

Observe people who work in the studios.:

Camera men, sound effects men, musicians, technicians, writers, directors, actors, reporters.

B. PEOPLE AND THEIR WORK

1. Motion Pictures

Visit a studio

CONTENT

Motion Pictures
(cont.)

RESOURCE MATERIAL

Workbook - The Movies You See

Workbook - The T.V. You Watch

Workbook - The Letters You Write

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

Construct frame to represent a set.

Dramatize a broadcast.

Write an original script or rewrite a story.

Plan sound effects and assemble needed equipment.

Practice and time broadcasts.

Use good speech and simple gestures.

Give broadcast for others.

Obtain a list of jobs relating to the motion picture industry.

Learn how television programs are paid for.

Obtain a copy of a daily newspaper.

Discuss and list programs that help pupils
plays
news
motion pictures
sports broadcast

List the jobs that you are interested in.

Make out an application form for a job.

Dramatize an interview for a job. (Role play)

1. Students write letters to studios for free information.
2. Field trip - studio
3. Emphasize - What job could you do?

CONTENTRESOURCE MATERIAL

Workbook - The Language You Speak

Workbook - The Newspapers You Read

a. Air

2. Transportation

Books:

Cargoes in the Sky
Buehr, Walter

About the Pilot of a Plane
Chace, Haile

Behind the Scenes at the
Airport
Cooke, David C.

A Trip on a Plane
Green, Carla

How Airplanes Help Us
McCall Edith

Flight
American Heritage

Filmstrip: Man in Flight

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

4. Read T.V. Guide in class and newspaper.
Read movie section of newspaper.
5. List favorite T.V. programs - movie stars
and T.V. stars - alphabetize names.
6. Students bring cameras and take pictures -
mock movie or drama - use in posters.
7. Students do drama - make advertising
posters - costumes, arrange room so have
stage - make refreshments, make tickets.
Invite administrators to drama.

Visit an airport.

Observe the airfield and airport facilities.

Landing field

Runways and taxiways

Control tower

Hangars

Parking and loading ramps - write down all
signs - later use as spelling and reading list.

Observe the different types of aircraft.

Jets and propeller-driven aircraft

Cargo, passenger, private airplanes - military
airplanes - helicopters

Discuss how air travel has shortened travel time.

Filmstrip:

Jet Age Flight

Airplanes and How They Fly

Getting There by Jet

Man Learns to Fly

Films: Airplane trip,
airports

Employment Dept. - occupational
guides

b. Railway

Film: Development of
Transportation in U.S.

Commercial models

Film: Passenger Train

LEVEL IV

Contrast travel time by covered wagon, automobile, and ship with that by air. Time zones in U.S. - review telling time. Illustrate in a group picture.

Project a map of U.S.A.

Locate routes to various cities.

Get airline schedules and brochures - learn to read.

Obtain and use a globe

Trace shortest routes to foreign countries.

Contrast time by air with time by rail or ship.

Collect and organize materials illustrating progressive development of air travel from the first airplanes to space craft. (Notebook)

Obtain information concerning jobs relating to the air age - not necessarily at airport, i.e., electronics assembly, welding.

Study about weather and its effect on air transportation.

Learn how weather experts predict what the weather will be like.

Study weather maps and weather forecasts in daily newspapers. Emphasize satellites now used in forecasts.

1. Field trip to Union Station, L.A. - if possible, ride a short distance on a train.

2. Alphabetize words - names of train cars - words on signs

3. Read time tables - in school & at depot - of train arrivals & departures

CONTENT

RESOURCE MATERIAL

Book: Locomotives

c. Ships

Films: Longshoremen, Tugboats,
Harbor Highlights (Life Series)

Book: Picture of Man

American Heritage: Clipper Ships

Occupational guides - Dept. of
Employment

Ship models

Traveling agents - brochures
about ships

d. Auto

Films: None for the Road,
Building a Highway, American
Road

Films - Gen. Tel.:

1. Defensive Driving Series
(6 films)

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

4. Make signs observed on trip.
5. Build model train cars and label - dining, pullman, coach, etc.
6. Discuss: Railway express - find rates, etc. Students send package to themselves.
7. Discuss jobs people do.
8. Discuss how mail travels by train - also how freight in general travels - cars, trucks, oil, produce.
1. Lecture - short history of ships - first log, basket, canoe, clipper, Merimac, Monitor, steamboat, modern.
2. Point out how cities first developed near water - transportation as well as drinking.
3. Field trip - L.B. Harbor
4. Project: each student build ship
5. Write a story evaluating field trip.
6. Compare cost & time travel with air.
7. Discuss job opportunities - harbor & ships - (food services, custodial, painter, welder)
1. Show film - American Road
2. Field trip - Ford plant in Pico-Rivera
3. Field trip - Goodyear
4. Review driver education laws.

2. Machines that Move Earth

e. Bus

Films: Bus Driver, School Bus,
Rapid Transit District, Greyhound

3. Agriculture

LEVEL IV

5. Have students change tire - check water & oil, battery, on driver education car.
6. Review emergency road signals for break-down - white cloth on door, flares
7. Show students how to fix stuck horn.
8. Compare cost & time travel - air, train, car.
9. Lecture & discuss fringe auto industry jobs.

1. Review bus riding rules.
2. Field trip - Greyhound bus depot, L.A.
3. Local bus service - read time tables, make map of stops.

4. Compare cost & time, car, air, train, bus.

Visit the Agricultural Hall at the Museum of Science and Industry.

Secure information about California's agriculture.

Many California agricultural products are called "field crops".

Alfalfa
Hay
Sugar beets
Potatoes
Dry Beans
Cotton
Grains

Cotton is one of the most important agricultural products grown in California.

Books:

Cotton Growing
Harvey, Lois F.

The Tractor on the Farm
Israel, Marcan

Farm Lands and Crops of Calif.
Israel, Marcan

Within Our Borders
Jones, Emllyn

LEVEL IV

Determine in what kinds of climates cotton grows best.
Long growing season
Little rainfall in critical periods of growth
Warm weather
Locate on the map the major cotton producing regions of California.
Imperial Valley
San Joaquin Valley

List the steps in cotton raising.
Choosing the variety of cotton
Preparing the soil
Planting the seeds
Irrigating
Thinning
Fertilizing
Controlling weeds and insects
Defoliating the plants
Harvesting, by hand and by machine
Transporting to the cotton gin
Selling the cotton

Field trip to local produce store - fields crops grown

Learn about the work people do on the cotton farm.

Operating machines
Irrigating
Chopping or thinning plants
Hand picking

Discuss inventions that have helped the cotton industry.

Learn about the different uses of cotton.

Discuss other uses of cotton and cotton seeds.

LEVEL IV

Experiment with abstracting oil from cotton seed.

What are the by-products of cotton seed oil?

Study audio-visual materials and books to learn about other field crops grown in California.

Some grains are grown as field crops in California.

Compare the growing, harvesting, and processing of various grains.

Rice

Wheat

Barley

Planting seeds or transplanting seedlings

Irrigating

Fertilizing

Thinning

Cultivating

Spraying or dusting

Harvesting

Packing

Transporting

How are these jobs done?

How much manpower is needed?

Find out about processing and distributing the vegetables.

What machines are used on a truck farm?

What seasonal help is needed on truck farms?

Locate on map the major regions where vegetables are grown.

Books:

Farm Lands and Crops of Calif.

Small Farms

RESOURCE MATERIAL

I Want To Be an Orange Grower
Greene, Carla

Gifts from the Grove
Wall, Gertrude W.

Men at Work on the West Coast
Lent, Henry B.

Using Our Earth
Whipple, Gertrude

Dept. of Employment Occupational
Guides

A Tree is a Plant
Dulla, Clyde R.

Luther Burbank, Boy Wonder
Lent, Olive W.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

Learn about the growing and processing of citrus fruits.

Learn about the history of citrus growing in California.

Locate the important citrus growing regions in California.

Discuss the steps in the production of citrus fruits.

Soil and site selection; planting, irrigating, fertilizing, budding and staking trees, transplanting, pest control, care from frost damage, picking and packing fruit, packing house, distribution

How are these jobs done?

How is citrus fruit processed? How does it reach consumer? What various forms does citrus fruit reach consumer?

Discuss the activities of the various workers in growing, processing, and distributing citrus products.

Learn about other fruits grown in California.

Locate regions where they are grown.

What are the various forms in which fruits reach the consumer?

dried

juice

dehydrated

powder

fruit

other

LEVEL IV

Learn about the workers this involves.

Field trip to processing plant - example, Sun-kist Oranges

Learn about the growing of nuts in California
List the kinds of nuts grown in California

Walnuts:

Almonds:

Locate the regions where nuts grow best.

How many different ways are nuts sold?

whole in shells

canned

sliced

salted, in packages

Learn about the workers who provide services in the producing and processing of fruits and nuts.

Learn about the activities of the people who work in producing and processing of fruits and nuts.

Almost every kind of vegetable can be grown in California.

Learn what determines the kind of vegetable to be grown in a particular region of California
kind of climate
kind of soil
availability of water

Why is the Salinas Valley called "The Salad Bowl of the World"?

List the major steps in growing vegetables.

Locating the farm

preparing the soil

planting time

Films:

Machines that Help the Farmer

Working Water

Irrigation

Farming

Western Wheat

Wheat Farmer

Grapes

Citrus, the Golden Fruit

Orange grower

Date Culture in U.S.

Truck Farmer

Celery Farmers

If possible, field trip to L.A.
Market (time may be factor)

CONTENT

Film: Success Story - About
Plants that Process

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

Discuss the forms in which we use various grains.
Learn about the producing and processing of
sugar beets.

Alfalfa is an important field crop used
in the use of alfalfa in "crop rotation".

Flax is grown in the Imperial Valley.
Learn about growing of flax.

Locate on a map the major regions in California
where field crops are grown. If possible
bring in some pictures.

Make a notebook about California agriculture.

Make a list of jobs.

Plan meals for one for a week using Basic 4
as guide.

Field trip to local grocery store to
figure cost of
meals chosen.

Discuss storage, staples, and food spoilage
in the home.

Field trip to local processing of food, e.g.
Heinz Plant. Talk about the
steps to make

5. Discuss jobs students could do at these
plants.

Field trip to traveling lunch wagon processing
plant - one in L.A. (serves many private
lunch wagons)

Field trip to local delivery of food to homes
of old people (e.g. of 7000 or more people
(to 1000 or more people) a day)

CONTENT

4. Mining

RESOURCE MATERIAL

Films:

Iron Ore Mining

Iron Product of the Blast Furnace

Coal - a Fossil Fuel

Machines Do Work

Hacksaws

shows proper selection of blades
for metals

Machines Make Work Easier

Simple Machines

Filmstrip: How Rocks Are Formed

5. Manufacturing

Films:

How We Get Our Cement

How We Get Our Glass

Plastics

Cotton From Fiber to Fabric

Wool From Sheep to Clothing

LEVEL IV

1. List basic minerals - students bring in rock collections - (teacher display also)
 2. Calif. mining products - what are they? - Where located?
 3. Make scrap book of pictures of mining, plants, etc: (Student project)
 4. Student project - make map showing location of mines.
 5. Pictures for bulletin board - heavy machines used in mining.
 6. Study machines and how they operate.
 7. Make models of machine - principles.
 8. Emphasize jobs working with machines or maintenance of machines.
-
1. Bulletin board - pictures of modern day airplanes
 2. Discuss plane manufacturing - emphasize Douglas and North American.
 3. Students can work as electronic assemblers, custodians, warehouse or stock clerks, filing clerks and in food services in these above places.
 4. Representative from aircraft industry as guest speaker.
 5. Use telezonian and teletrainer as introduction to phone manufacturing.
 6. Have students practice on these instruments.

LEVEL IV

7. Guest speaker with film from Telephone Co. to explain how phones are made and communication lines set up.

8. Use these 2 as specific examples of manufacturing - films for other areas.

1. Students identify items in room made from wood - list on board - include paper.

2. Discuss other items made from wood - like houses.

3. Field trip to local tree nursery

4. Discuss and display different types of wood for different uses.

5. Visit lumber company.

6. Plant small trees in room after preparing soil, studying fertilizer, etc.

7. Students build erosion box for demonstration

8. Guest speaker - forest ranger - camping, fire safety and re-planting program

9. Students review jobs connected with forestry they could do.

10. Possible visit to newspaper, paper plant, or box plant

1. Use tuna fishing film as introduction

2. Students list fish products they eat.

3. Ditto on parts of fish - emphasize difference between gills and lungs.

Films:Forest GrowsForest ProducesForest RangerLumbermanStory of West Coast LumberPaperFilm:Tuna FishingRainbow Hatcheries

6. Forestry

7. Fishing

CONTENTRESOURCE MATERIAL

Film: Fishing for a Living

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

4. Field trip to fish cannery
5. Discuss grunion hunting as a sport or hobby.
6. Discuss sport fishing as a hobby.
7. Students make flies for sport fishing - fresh water.
 - a. Discuss state laws on fishing and explain about hatcheries.
8. Review step by step how to set up an aquarium - then have class set one up. Discuss keeping fish as hobby.
9. Field trip to Marineland
1. Discuss wages earned in working - state tax - practice filling out state tax forms.
2. Ditto how taxes are used - outline. Discuss services money provides for people.
 - a. building roads and freeways
 - b. motor vehicle dept.
 1. registration & licenses
 2. drivers licenses
 - c. Highway Patrol
 - d. State militia
 - e. parks
 - f. Health Dept.
 - g. Fish & Game
 - h. education
 - i. prisons & mental hospitals
3. Ditto outline - very basic - on how state government works
4. Students fill in names of key state officials.

C. GOVERNMENT

1. Services and responsibilities to the people
2. Organizations

Film - Gen. Tel.:

Government & the Law

Workbook: Government & the People
- Joseph Miller

CONTENT

D. VOCATIONS

RESOURCE MATERIALS

Occupational guides

Workbooks: Teenagers
Prepare for Work, I & II
- Carson & Daly

Help Yourself to a Job, I & II
- Yvette Dogin, Finney Co.

From School to Work
- L.A. City Schools

Finding Your Job
- Finney Co.

The Job for You
- Larry Liebers

Campus Work Experience

The Jobs You Get
- Turner-Livingston

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

5. Discuss state agencies students can work for and specific jobs they can do.
1. Quick review of each section under PEOPLE AND THEIR WORK
2. Role play job interviews.
3. Write resumes in answer to ads with no interviews.
4. Read want ads in newspapers for jobs.
5. Fill out applications.
6. Visit Dept. of Employment.
7. Guest speakers - civil service - (state, county, city)
8. Read occupational guides.

N A T I O N A N D W O R L D

Section VII

Level IV

CONTENT

VII. NATION AND WORLD

A. IDENTIFICATION

1. Geography

a. Nation

b. World

RESOURCE MATERIAL

Large map of U.S.A.

Globe

Map of World

Puzzles of U.S.A.

Road maps of states and
country

Books:

This is My CountryKnow Your PresidentsCross Country

- Hanna and Kohn

Life - Atlas of the World

Flashcards: Warren's Ed. Supplies

PresidentsKnow Your U.S.A.

Commercial ditto material

1. This is your world

2. Outline maps of the world

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

1. Pictures of U. S. at work and play
2. Use a U.S. map to locate all of the states in our country.
3. Study different U.S.A. maps. Learn how the capital cities can be identified.
4. Point out the
 - a. big rivers
 - b. lakes
 - c. national parks
 - d. mountains
 - e. deserts
 - f. plains
5. Ditto: on each letter above (in 4.)
6. Ditto - teacher make - compare climates of regions in U.S.
7. Explain - and ditto - time zones in U.S.
8. Work sheets of figuring time
1. Use outline maps to show continents.
2. Explain time zones and use work sheets as practice.
3. Use flashlight and globe to show day & night concept.

LEVEL IV

4. Ditto - major mountains, oceans, seas, rivers of the world.
5. Ditto - compare climates & explain seasons in the world.

Workbooks:

You and Your World

- Willeta R. Bolinger

Our World and its People

- Allyn & Bacon, Inc.

Picture puzzle of the world

Film:

Our World

Book:

Life - Atlas of the World

Book:

All About Us
- Life SeriesEpic of ManGreat Explorers

- Grosbeck & Attwood

Films:

1. Early Civilization2. Maya of Ancient & Modern Yucatan3. People of Greece

Filmstrip:

Life in Ancient Rome

2. World as the home of man

1. Time line of world - start with two scientific concepts of formation of earth - then show short span man on earth
2. Read - All About Us - (show how all men the same - where they live changes them)
3. Ditto: outline basic man's discoveries - (wheel, fire, etc.) to present.
4. Ditto - Great civilizations to present.
5. Student projects: each student pick one item out of 3 or 4 above - build model, draw picture - present oral report.
6. Class make: time line, mural of specifics or total project.

Books:

In All Our States

- Paul R. Hanna

America's Own Story

- Vanza Devereaux

History of Young America

- Cordier & Robert

Colonial America

- Margaret Fisher

History of Our U.S.

- Cordier & Robert

Adventures in American History

- Jay Glanzrock

3. U.S. in relation to other nations

Workbook:

Government & the People

- Joseph Miller

LEVEL IV

Our country is the United States of America

- We all work together to make it a good, safe and great country.
- We have a president.
- The people elect the president and the congress who make the laws.
- The president lives in the White House.
- The capital of the United States is Washington, D.C.

Expanding concepts of citizenship responsibilities

- Obeying the rules and laws
- Helping keep a clean, safe home, community, city and nation
- Doing things to: "help others"---"make it better"---"make it right".
- Paying taxes
- Voting

1. Discuss concepts of:

- a. freedom
- b. democracy

2. Discussion: review Bill of Rights

3. Ditto: basic concepts of communism compared to democracy.

4. Explain Russian way of life at present and conflict between two countries.

5. U.S. militarily strong - reason to help other countries

6. Explain peace corps and humanitarian way of helping other nations.

CONTENT

4. History

RESOURCE MATERIAL

Workbook:

In Your Country
- Hudson & Weaver

Bill of Rights

Commercial ditto material

1. Water in & Around the U.S.
2. Land Surface of the U.S.
3. This is Your America

Films:

Washington, the nation's capital

Our country's flag

America, the beautiful

Man without a country

B. CURRENT WORLD PROBLEMS

1. War

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

1. Field trip to independence hall - Knott's Berry Farm
 2. Discuss the reasons for U. S. Constitution and War of Independence.
 - a. religious freedom
 - b. equal rights for all
 - c. taxation without representation
 3. Ditto: Major events - outline of U. S. growth - Louisiana Purchase, Mexican War, gold rush & Western Movement, civil war.
 4. Study Bill of Rights - students write meaning of in their own words.
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1. Review communism, U.S. democracy.
 2. Review standard of living of U.S. compared to other countries.
 3. Discuss name calling & progression of verbal fights to physical fights between class members.
 4. Compare above to countries - draw parallel as to how wars get started.
 5. Discuss wars students familiar with now - Viet Nam, middle east.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

6. Compare war to childish behavior - "I want" or "That is mine", "You can't have it or play with it".
7. Discuss U.N.'s role in settling disputes.
1. Students read U.N. Chart and pamphlets
2. Discuss U.N.'s helping countries with large populations.
3. Use India as example.
4. Connect people with each of natural resources and when will these be gone, - air pollution, water pollution as first examples.
5. Point out countries where too many people living in small space - Japan.
6. Explain why birth control is important (but do not talk specifically about contraceptive devices).
7. Review Reproduction & How it Works
1. Outline - Ditto - Start with smallpox and end with measles vaccine - review these achievements and how they have helped us stay alive in U.S.
2. Discuss simple sanitation - food, water, sewers.
3. See films.
4. Compare U.S. to Africa disease-wise.
5. Discuss disease in India - emphasize their religion as important factor in contributing to these diseases.

2. Population

Information:

Almanac

Encyclopedias

U.N. Chart - organization and pamphlets

Films:

Specific Countries You Cover

3. Diseases

Films:

Africa

China

The Other World

LEVEL IV

6. Ditto sheet - students own family doctor - dentist - closest hospital for emergencies

7. Discuss briefly - medicare, England's socialized medicine.

8. Students use U.N. pamphlets to see how nations are cooperating to fight disease worldwide.

1. Students list and discuss various foods they eat and where it comes from. Total lists on black board.

2. Ditto list - compare this to 1 country from each continent. Students research information - either separately or in groups - draw up lists.

3. Make lists into charts - total class project - display around the room.

4. Students grow vegetables, e.g., carrots, potatoes, in classroom.

5. Discussion - how people grow food in various countries - students give oral reports & lead discussions.

6. Total class project - chart on "odd" foods eaten throughout the world, e.g., snakes, snails, algae.

1. Review world problems as challenges for the future - in discussion.

2. Students make picture notebook on space program.

4. Food production

Film:

Japan

5. Challenges for the future

Magazines

Current newscasts

Newspapers

Surfer Magazine

Skin Diver Magazine

1. Living together

C. PEOPLE

Book:

All About Us

Civil Rights Act

LEVEL IV

3. Ditto sheet - simple explanation of how satellites stay up, 3 stage rockets, atomic energy.
4. Discuss space travel - moon, planets. (Use T.V. program Star Trek as take off).
5. Students make word list of space jargon and label their pictures.
6. Sea exploration
 - a. review basic water safety with students
 - b. review food from sea known to students.
 - c. project in discussion underwater research going on at present - emphasize living underwater.
1. Review - weather, customs, shelter, cause people in a specific area to act alike.
2. Population figures - on ditto sheet - emphasize how too many people live in cities, etc.
3. Discuss cooperation between people.
4. Students make list of customs that are different, i.e., nod head up & down = "Yes" in one country, "No" in another - homely - English - U.S. meaning of word.
5. Use lists as means of understanding others - why they do what they do.
6. Use lack of basic understanding as source of prejudice.
7. Students present "Old wives' tales" and superstitions - lack of understanding, knowledge.

CONTENT

2. Likenesses and differences

RESOURCE MATERIAL

Bulletin Board: Pictures of world youth

Commercial material

Children of many lands

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

1. Students - 2 groups - debate- teenage standards vs. adult standards. Cover:
 - a. what areas problems arise
 - b. why problems arise
2. General discussion - differences between teenagers themselves - various groups - include minorities in U.S. - expand to world - differences, e. g., Japanese before W.W.II as compared to now.
3. Ditto list - other groups - i.e., hippies, civil rights, peace - also protests.
4. Use above 3 items to reinforce less prejudice.
5. Students write short essay "What I want out of life" - read in front of class. Use these as introduction into how people are alike.
6. Ditto - teacher made - from essays - of common items - need food, shelter, clothing -
 - a. all have problems
 - b. all seek security
 - c. all seek health
 - d. all seek happiness
 - e. all have goals
7. Point out more alike than different - want education, have religion, etc.
8. Ditto - work sheet - students answer or find answers to questions or fill in statements, i.e., (a) blood type, (b) physical features.

CONTENT

3. Interdependence of people

RESOURCE MATERIAL

D. VOCATIONS

U.S. Services Information
Pamphlet - gather from
each branch

LEVEL IV

1. Student quiz - classroom and school rules.
2. List - what other areas of life have rules - have governments.
3. Discuss - child dependent upon parent - boundary lines gradually increased as responsibility increased.
4. Specialization - cover these to start:
 - a. jobs
 - b. education
 - c. religion
 - d. government
5. Stress interdependence of one person with another.
6. Ditto - outline - development of specialization - cave man, trade, money.
7. Review food, shelter, clothing, showing interdependence.
8. Review United Nations cooperation.
1. Military Service
 - a. draft laws
 - b. classification
 - c. Reserves
 - d. different branches
 - e. Opportunities for schooling & job after discharge
2. General review of good work habits
 - a. on time
 - b. safety
 - c. health

CONTENTRESOURCE MATERIALSUGGESTED TEACHING TECHNIQUES AND ACTIVITIESLEVEL IV

3. General review of job agencies - employment services, public & private
4. General review
 - a. resume
 - b. application
 - c. interview